



Secondary Career and Technical Education Comprehensive Needs Assessment

for the

*Strengthening Career and Technical Education
for the 21st Century Act*



Background

The federal *Strengthening Career and Technical Education for the 21st Century Act (Perkins V)* provides resources to support educators in developing the academic knowledge and technical and employability skills of secondary and postsecondary education students enrolling in career and technical education (CTE) programming.

To qualify for funding, all local grantees must complete a **Comprehensive Needs Assessment** to evaluate their capacity to offer high-quality CTE programming and identify areas for improvement. As part of this process, you will be asked to rate CTE programs of study (POS) quality and alignment to labor market needs; review student performance in CTE programs; reflect on your progress in making CTE POS accessible to all students; and consider your success in recruiting, retaining, and training CTE educators.

It is expected that you will review and update the information entered into this Comprehensive Needs Assessment on an annual basis to ensure you make continued progress in strengthening CTE programming. You will be asked to submit an updated assessment in spring 2022. Additionally, results from the Comprehensive Needs Assessment will be incorporated into your **Local Application**, which describes how you plan to use federal funds to improve CTE instruction and student access to quality programs.

Staff from the District of Columbia, Office of the State Superintendent of Education (OSSE) have created this document to assist you in identifying gaps in your current CTE programming and strategies for addressing them. If you have questions about this assessment you may contact Richard Kincaid at Richard.Kincaid@dc.gov or 202-442-4008.

Developing a Plan

Conducting your Comprehensive Needs Assessment will take several months to complete and must precede the development of your 2020-21 Local Application, which will begin in Spring 2020. Consider the following planning ideas to help jumpstart the process:

- *Select a core leadership team.* The leadership team will guide the needs assessment and application process and facilitate decision making. Team composition should reflect the characteristics of your service area and include those with in-depth knowledge of your CTE programs.
- *Articulate roles and responsibilities.* The assessment process will require that individuals address a range of issues, some logistical. Assign group members to set up meetings, develop agendas, lead discussions, gather materials, take notes, and determine decision points.
- *Create a project workplan and timeline.* Establish a list of the issues you will need to address and a workplan with deadlines for accomplishing individual tasks.
- *Gather data.* While OSSE will provide you with labor market and CTE program performance data, you may also wish to compile your own information. Determine what data is already available and identify what more you'll need and where to get it.
- *Plan with your final application in mind.* Consider in advance how you might want to incorporate the results of your assessment into your Local Application. You'll want to explain clearly what the assessment found and engage people in identifying gaps, completing root cause analysis, and developing goals to address identified gaps.
- *Find efficiencies.* This needs assessment was modeled after a similar requirement in the *Every Student Succeeds Act (ESSA)*. Consequently, information gathered for the *ESSA* needs assessment may help to inform your work here. Reflecting on these parallel efforts can help to ensure that the work you do aligns with existing continuous improvement activities.

Contents

This guide is intended to provide a framework to help you investigate the status of your CTE programming. It is organized into the following sections:

- **Section 1: Assembling a Stakeholder Team**
- **Section 2: Programs of Study (POS)**
- **Section 3: Labor Market Alignment**
- **Section 4: Equity and Access**
- **Section 5: Program Performance**
- **Section 6: Professional Development**
- **Appendix A: Perkins Performance Data**
- **Appendix B: Labor Market Information**

While you may choose to cover section topics in any order you wish, we encourage you to begin by assembling a stakeholder team to help structure this process.

Section 1: Assembling a Stakeholder Team

To ensure you consider diverse viewpoints, you should assemble a stakeholder team to assist in conducting your Comprehensive Needs Assessment. Federal statute requires representation in all categories listed below, except where indicated. Note that one person may fulfill more than one role and you may choose to have more than one representative in each category.

Stakeholder Team Coordinator

Site:	
Contact Name:	
Contact Phone #:	
Contact Email:	

Considerations in Selecting Stakeholders

- Recruit individuals who are knowledgeable about CTE in your site and influential in the field.
- Ensure that members understand the time commitment and are willing and able to attend all scheduled meetings.
- If you are unable to recruit a member to fulfill a required role you should keep a record of your outreach efforts to demonstrate that you acted in good faith.

Stakeholder Team Responsibilities

- Meet on a quarterly basis to track your site's progress in improving CTE programming and make annual updates to this needs assessment.
- Review labor market information and student performance data to help inform educational programming decisions.
- Ensure that program offerings are responsive to community employment needs and aligned with regional employment priorities.
- Ensure that federal funds are used in a coordinated manner with other local resources.
- Help to communicate the importance of delivering high-quality CTE POS in your site and champion local efforts to achieve improvement goals.

Stakeholder Team Members

Use this template to identify members of your Stakeholder Team. While you are only required to have one representative for each category, complete the additional lines provided if you wish to engage multiple participants. All the participant categories listed are **required** in *Perkins V* unless noted with an asterisk (*).

Role	Name	Affiliation
Secondary CTE teacher		
Secondary career guidance, advisor, or academic counselor		
Secondary principal and other administrators		
Secondary instructional support/paraprofessional		
Postsecondary CTE faculty		
Postsecondary administrator		
Local Workforce Development board member		
*Regional Economic Development organization member		
Local business & industry representative		
Parent		

Role	Name	Affiliation
Student		
Representative of special population groups ¹		
*Youth corrections education		
*Adult corrections education		
*Postsecondary career guidance and advising professional		

¹ See definitions for identification of special population groups.



Section 2: Programs of Study (POS)

The District of Columbia has established guidelines to support local providers in creating and offering CTE POS. A POS is a sequence of four CTE courses in a single program area. The first course consists of a survey class to introduce and showcase for students all aspects of a given industry and key occupations in demand. The second- and third-level courses require students to understand the key components of a given POS that will help prepare them for a recognized postsecondary/industry credential. In their fourth year, students may take a capstone course, which offers the student internship or apprenticeship opportunities in related occupational fields.

A high-quality, locally developed CTE POS:

- *Is based on labor market information*—programs are designed to prepare students for employment in high-wage, high-skill, and in-demand careers.
- *Offers non-duplicative, sequential coursework*—content is aligned across courses to offer students progressively more advanced knowledge and skills.
- *Incorporates industry-validated and OSSE-approved standards*—curriculum and instruction are targeted on the academic, technical, and employability skills that employers value.
- *Provides work-based learning experiences*—placements aligned with OSSE’s WBL framework and course-level standards offer students a context for applying classroom learning.
- *Includes dual enrollment or early college programs*—articulation agreements with local colleges and universities, postsecondary institutions and apprenticeship programs provide for high school students to earn credit before graduating.
- *Lead to an industry-recognized credential*—award of a recognized industry credential or certificate at the postsecondary level that has value in the workplace or an associate or baccalaureate degree.

MATERIALS TO REVIEW

- **Documentation of OSSE-approved course sequences**
- **Curriculum standards for academic, technical, and employability skills**
- **Descriptions of dual/concurrent enrollment programs, and data on student participation**
- **Articulation and credit transfer agreements**
- **Work-based learning agreements**
- **Data on student retention and transition to postsecondary education within the POS**
- **Data on Career Technical Student Organizations (CTSOs)**
- **Data on student credential attainment**

Activity 2.2: Assessing Program Quality

Based on a review of the CTE POS currently offered at your site, rate the extent to which you agree or disagree with the following statements.

Rating	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Notes
All POS offered at our site prepare students for employment in high-skill, high-wage, in-demand jobs.						
All program offerings are aligned and articulated across secondary and postsecondary education.						
All programs incorporate relevant academic, technical, and career readiness/employability skills.						
Articulation and/or dual enrollment opportunities exist in every CTE program of study.						
The majority of students who begin coursework in a program of study go on to become CTE concentrators.						
All programs offer students an opportunity to earn a relevant industry-recognized credential.						
WBL opportunities exist in every CTE POS.						
All CTE POS classrooms and labs are equipped to current business and industry standards.						
Feedback from business and industry partners are incorporated in the design of each POS.						
CTE students have equal access to participate with in a CTSO aligned to the area.						
Middle school CTE programs exist and support students' academic and career planning.						



Activity 2.3: Reflection

Based on your program ratings above, consider the following questions.

- *For each statement with which you disagreed or disagreed strongly, consider what led you to assign this rating. Specifically, are there particular programs or program components that require attention? List them below.*

- *What strategies might you use to address this situation?*

Section 3: Labor Market Alignment

Ideally, most CTE POS offered within your site will prepare students to enter high-skill, high-wage, in-demand occupations. To help you identify these fields, OSSE has collected labor market information about employment levels and trends, wages and earnings, and projections of future employment needs in the Washington metropolitan region. These data are provided in Appendix A.

To ensure that federal funds are used to drive the development of high-quality, equitable, and impactful programs that align with workforce needs, *Perkins V* introduces the terms “size,” “scope,” and “quality.” OSSE has defined these as follows:

- **Size** means the quantifiable evidence, physical parameters, and limitations of each program such as courses within the approved sequence, amount of available resources, number of staff involved, and the average number of students served each year that relate to the ability of the program to address all student learning outcomes.
- **Scope** means the curricular parameters and limitations of each program such as the ability of a curriculum to cover the full breadth of its subject and maintain continuous relevance to the modern workplace. Qualifiers include course content, range of offerings within each sequence, ability to fully simulate the appropriate workplace environment, number of work skills and competencies taught, etc.
- **Quality** is the measure of how successfully each program is able to teach all enrolled students all workplace standards, competencies, and skills necessary for them to practice careers within their chosen field after graduation, while at the same time supporting a high level of student performance in core academic areas and skills. Mechanisms are in place to ensure high-quality programs align with current workplace standards, practices, and competencies.

In this section, you will consider whether the size, scope, and quality of CTE programming within your site is aligned with current and projected labor market needs and, if not, what strategies you might adopt to address this shortcoming.

MATERIALS TO REVIEW

- **Current CTE POS offerings**
- **Labor market information provided by OSSE (Appendix B)**
- **Input from local business and industry representatives**

Activity 3.1: Taking Stock

Complete the following chart for each CTE PSO offered at your site/district in the 2019-20 school year.

CTE POS	Extent of alignment to regional growth industries*	Does LMI data indicate a need for this program? (Y/N)	Evidence
	<input type="checkbox"/> None <input type="checkbox"/> Strong <input type="checkbox"/> Weak <input type="checkbox"/> Full		
	<input type="checkbox"/> None <input type="checkbox"/> Strong <input type="checkbox"/> Weak <input type="checkbox"/> Full		
	<input type="checkbox"/> None <input type="checkbox"/> Strong <input type="checkbox"/> Weak <input type="checkbox"/> Full		
	<input type="checkbox"/> None <input type="checkbox"/> Strong <input type="checkbox"/> Weak <input type="checkbox"/> Full		
	<input type="checkbox"/> None <input type="checkbox"/> Strong <input type="checkbox"/> Weak <input type="checkbox"/> Full		
	<input type="checkbox"/> None <input type="checkbox"/> Strong <input type="checkbox"/> Weak <input type="checkbox"/> Full		
	<input type="checkbox"/> None <input type="checkbox"/> Strong <input type="checkbox"/> Weak <input type="checkbox"/> Full		
	<input type="checkbox"/> None <input type="checkbox"/> Strong <input type="checkbox"/> Weak <input type="checkbox"/> Full		
	<input type="checkbox"/> None <input type="checkbox"/> Strong <input type="checkbox"/> Weak <input type="checkbox"/> Full		
	<input type="checkbox"/> None <input type="checkbox"/> Strong <input type="checkbox"/> Weak <input type="checkbox"/> Full		

* Alignment rating definitions: **None**: No alignment with local labor market or industry needs; **Weak**: Some alignment, but it may not cover all skills needed for particular occupations/industry areas; **Strong**: Aligns to high-wage, high-skill, in-demand sectors, but was not developed in consultation with local business and industry; **Full**: Aligns to high-wage, high-skill, in-demand industry sectors, and was developed together with representatives for local business and industry.



Activity 3.2: Assessing Program Alignment to Labor Market and Industry Needs

Based on your review of labor market data and the CTE POS currently offered at your site, rate the extent to which you agree or disagree with the following statements.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Evidence
Our CTE POS prepare learners for current high-skill, high-wage and in-demand industry sectors in the region.						
Our CTE POS prepare learners for emerging high-skill, high-wage and in-demand industry sectors in the region.						
Educators review workforce and economic data annually to assess the size, scope, and quality of programming.						
The size of CTE program enrollments match projected job openings in the region.						
Educators collaborate with local employers to ensure CTE POS address workforce skill needs.						
Graduates of our CTE POS find work in their industry of choice/training.						
Graduates of our CTE POS thrive in the workplace.						



Activity 3.3: Reflection

Based on your responses above, consider the following questions:

- *Which of your current CTE POS offerings do not appear to meet the size, scope, and quality needs of the associated industry sector?*

- *What strategies might you use to improve programming alignment to labor market conditions (e.g., improvements to existing programs, addition of new POS, sunseting of outdated ones)?*

Section 4: Equity and Access

All students should have access to high-quality CTE programming. To support educators in building equitable programs, *Perkins V* directs educators to assess the participation and outcomes of students based on their demographic characters, including gender and race-ethnicity. The legislation also identifies a subset of special population students who are at relatively high risk of school failure. Educators are expected to ensure that these students have the necessary supports to succeed.

Special Population Students

- Individuals with disabilities
- Individuals from economically disadvantaged families, including low-income youth and adults
- Individuals preparing for non-traditional fields
- Single parents, including single pregnant women
- English language learners
- Individuals experiencing homelessness
- Youth who are in or have aged out of the foster care system
- Migrant students
- Youth with a parent in active military duty

This section will help you *to assess* whether all students have equitable access to CTE programming; *identify obstacles* that might lead to diminished access to or gaps in educational performance for special population students; and *brainstorm strategies* to ensure special populations students participate in CTE programs that will prepare them for high-skill, high-wage, in-demand careers.

MATERIALS TO REVIEW

- **Data on CTE participation and performance by special population students**
- **Enrollment data in CTE POS by different student groups**
- **Program promotional materials**
- **Recruitment materials targeted on special population students**
- **School counseling activities for special population students**
- **Educational services offered to special population students**
- **Data on participation in CTSOs by special population students**
- **Input from educational stakeholders in your school and community**

Activity 4.1: Taking Stock

Complete the following table to document the percentages of those participating in CTE POS at your site for the 2019–20 school year.

Program of Study	Gender		Race-ethnicity						
	Percent Male	Percent Female	Percent American Indian or Alaska Native	Percent Asian	Percent Black or African American	Percent Hispanic/Latino	Percent Native Hawaiian or other Pacific Islander	Percent White	Percent Two or More Races
Percent Enrollment in Site									

Based on your information you entered above, consider the following questions.

- *Are students participating at relatively similar rates in each CTE POS offered based on gender and race-ethnicity?*
- *Within each CTE POS, is the percentage of students participating roughly equivalent to the percentage enrolled?*



Complete the following table to document the percentages of special population students participating in CTE at your site for the 2019 – 20 school year.

Program of Study*	Percent with Disabilities	Percent Low Income	Percent Non-trad	Percent Single Parents	Percent Migrant Students	Percent English Learners	Percent Homeless	Percent in Foster Care	Percent with Parent in Armed Services or Active Duty
Percent Enrollment in Site									

* Note: A student may belong to more than one special population group. Record all students who meet the criteria, which may mean some are double counted.

Based on your information you entered above, consider the following questions.

- Are special population students participating at relatively similar rates in each CTE POS offered?
- Within each CTE POS, is the percentage of special population students participating roughly equivalent to the percentage enrolled?

Activity 4.2: Assessing Program Equity and Access

Based on a review of the CTE programs of study currently offered at your site, rate the extent to which you agree or disagree with the following statements.

Rating	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Notes
CTE POS are promoted to all students in an unbiased, inclusive, and non-discriminatory manner.						
Students who have been traditionally underrepresented, including by gender, race, and ethnicity, and special population status, are actively recruited into CTE programs of study.						
Career guidance is offered to all CTE POS participants in a manner that is inclusive and non-discriminatory.						
Measures are taken to avoid discrimination on the basis of subgroup or special population status.						
Measures are taken to help all students overcome obstacles to success.						
Effort is made to eliminate barriers to extended learning experiences, such as work-based learning, CTSO participation, and postsecondary credit attainment.						
All students have access to career guidance that is comprehensive, equitable, and unbiased.						
All students have access to career planning materials and career pathways programs that align to high-skill, high-wage, in-demand occupations.						



Activity 4.3: Reflection

Based on your responses to the activities above, please answer the following questions:

- *What factors might cause some student subgroups or special populations to not participate in CTE POS?*

- *What strategies might you use to address this situation?*

Section 5: Program Performance

Federal law requires that you to collect data on the performance of CTE concentrators. The accountability indicators cover a range of outcomes to help you assess whether students are making educational progress, graduating, and making successful transitions into advanced postsecondary education and training or employment. These include:

- 1S1: Four-year graduation rate:** The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate used in ESSA
- 2S1: Academic proficiency in reading/language arts:** The percentage of CTE concentrators achieving proficiency on the District-wide high school reading/language arts assessment
- 2S1: Academic proficiency in mathematics:** The percentage of CTE concentrators achieving proficiency on the districtwide high school mathematics assessment
- 2S1: Academic proficiency in science:** The percentage of CTE concentrators achieving proficiency on the District-wide high school science assessment
- 3S1: Post-program placement:** The percentage of CTE concentrators who are in postsecondary education or advanced training, military service, a national community service program, or employed in the second quarter after exiting from secondary education
- 4S1: Nontraditional program concentration:** The percentage of CTE concentrators in CTE programs of study that lead to employment in non-traditional occupations (i.e., for which individuals from one gender comprise less than 25 percent of the individuals employed in that field).
- 5S1: Recognized Postsecondary credential:** The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential
- 5S2: Postsecondary credits:** The percentage of CTE concentrators graduating from high school having attained postsecondary credits earned through a dual or concurrent enrollment agreement
- 5S3: Work-based learning:** The percentage of CTE concentrators graduating from high school having participated in work-based learning

To establish performance expectations, OSSE has set performance targets for each indicator based on an analysis of District-wide data. All providers are expected to achieve the performance targets established for each indicator. Moreover, to ensure that all students make progress, you are expected to monitor the performance of student subgroups and special populations.

MATERIALS TO REVIEW

- **Appendix A contains performance data for the *Perkins V* indicators for your site, populated with information from the 2018–19 program year. Data provided include:**
 - **Performance targets:** The District-established performance goal for each indicator
 - **District performance:** Overall performance data for all students for each indicator
 - **Site performance:** Performance data for students enrolled in your site for each indicator
 - **Student populations:** Disaggregated data for student subgroups and special populations

Activity 5.1: Assessing Program Performance

	List
Looking at <i>overall performance</i> , on which indicators are you <u>substantially exceeding</u> * the District performance target?	
Looking at <i>overall performance</i> , on which indicators are you <u>substantially underperforming</u> * the District performance target?	

* Substantially exceeding or underperforming is defined as achieve an outcome that is at least 90 percent greater than or less than the District performance target.

5.1.A: Determining Root Causes

For each indicator for which you are substantially underperforming the District performance target, identify the possible factors that might affect student performance.

5.1.B: Finding Solutions

For each indicator that you identified in Activity 1A, brainstorm a set of strategies or activities you might undertake to improve performance.

Activity 5.2: Assessing Student Performance

Using the data included in Appendix A, indicate whether students' performance for each indicator substantially exceeds, meets, or substantially underperforms the performance target.

Population	Indicator									
	1S1	2S1	2S2	2S3	3S1	4S1	5S1	5S2	5S3	
Gender										
Males	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms									
Females	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms									
Non-binary	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms									
Race-ethnicity										
American Indian/Alaskan Native	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms									
Asian	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms									
Black or African American	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms									
Hispanic or Latino	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms									
Native Hawaiian or Pacific Islander	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms									
White	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms									
Two or more races	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms									



Population	Indicator									
	1S1	2S1	2S2	2S3	3S1	4S1	5S1	5S2	5S3	
Special Populations										
Individuals with disabilities	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms									
Economically disadvantaged	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms									
Nontraditional occupations	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms									
Single parents	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms									
English learners	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms									
Homeless individuals	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms									
Youth in foster care	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms									
Youth with a parent in active military	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms									
Migrant students	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms									



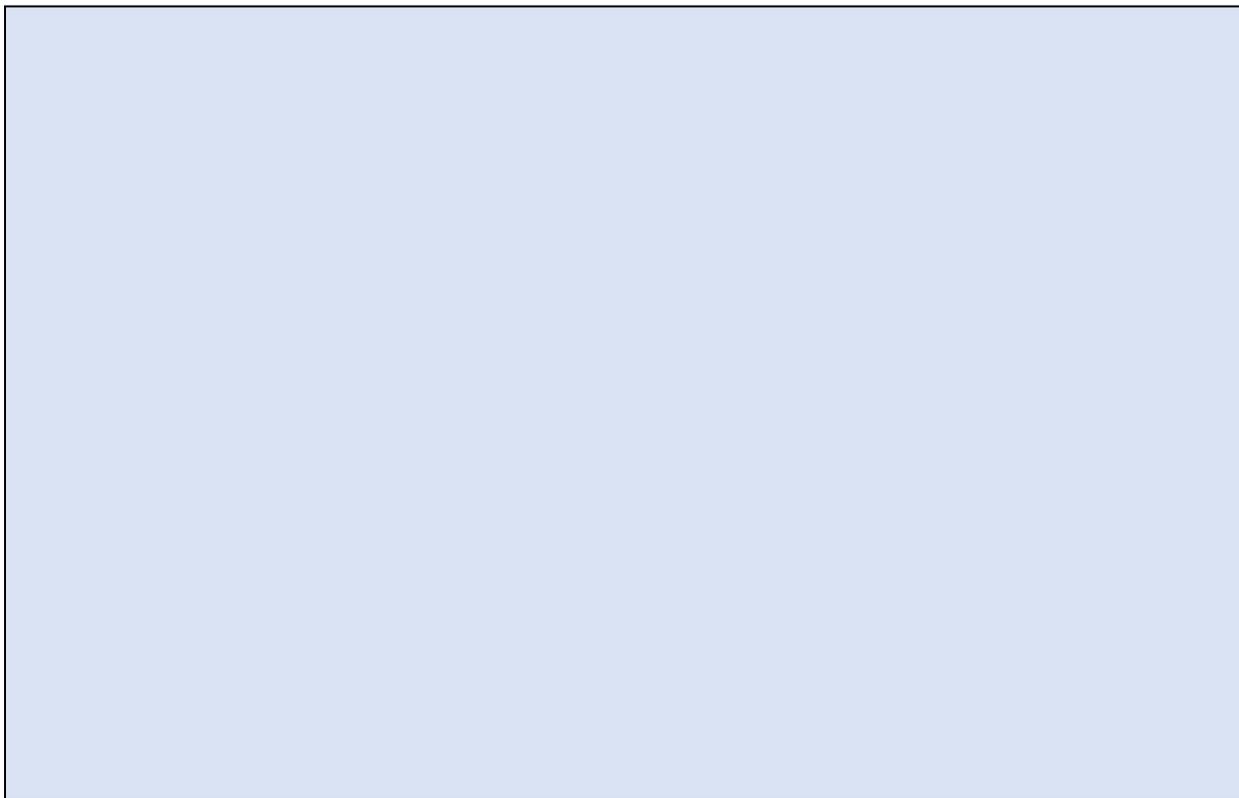
Activity 5.2.A: Determining Root Causes

For each student subgroup or subpopulation that you identified as substantially underperforming the District performance target, identify the possible factors that might affect student performance.



Activity 5.2.B: Finding Solutions

For each indicator in which you are substantially underperforming, brainstorm a set of strategies or activities you might undertake to improve performance.



Activity 5.3: Other Considerations

The data you are provided reflect the performance of all students within your site. Unfortunately, aggregate data can hide considerable variation. As you think about strategies to improve performance consider the following questions:

- *How does program performance differ within programs of study? Might some programs be performing above or below the site average?*

- *Not all factors that affect student performance can be addressed by your staff. What other organizations or groups (e.g., employers, community-based organizations, parents) might you contact to support your improvement efforts?*

- *Given resource constraints, what might be the most efficient and effective approach to making change? Consider the relative size of your program enrollments and underlying employment opportunities to help target your improvement efforts.*

Section 6: Professional Development

Ultimately, the quality of your CTE programming depends upon the skills of your educator workforce. This includes secondary teachers and postsecondary faculty, as well as educational support staff, paraeducators, school counselors, and career advisors. Staff also should reflect the diversity of the educational system in which they work.

MATERIALS TO REVIEW

- **Data on faculty, staff, administrator, and school counselor credentials, salaries, benefits, and demographics**
- **Descriptions of recruitment strategies**
- **Descriptions of retention strategies**
- **Descriptions of professional development, mentoring, and externship opportunities**
- **Data on educator participation in professional development, mentoring, and externships**
- **Trend data on educator and staff retention in CTE areas**

Activity 6.1: Review data on staff characteristics

Based on your review of staffing data, consider the following questions:

- Are all the educators teaching CTE programs adequately credentialed?
- In what subject areas is there a need to recruit more educators?
- How diverse are the staff? Do they reflect the demographic makeup of the student body?
- What processes are in place to recruit and onboard new teachers and staff? Are these processes efficient and effective, especially for teachers coming from industry?
- Are regular, substantive professional development opportunities offered to educators?
- What professional development offerings are most highly rated by participating staff?

Activity 6.2: Assessing Recruitment and Professional Development Strategies

Based on your consideration of site data, rate the extent to which you agree or disagree with the following statements.

Rating	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Notes
Our staff diversity reflects the demographic makeup of the student body.						
Our processes for recruiting and onboarding new educators and staff are efficient and effective.						
The educators teaching our programs are adequately credentialed.						
Educators and staff are offered regular professional development opportunities.						
Our program currently needs additional faculty and staff to offer high quality POS.						
Guidance counseling and advisement professionals have access to up-to-date information and training about extended learning experiences, education and training options, and regional occupational trends.						



Activity 6.3: Reflection

6.3.A: Determining Root Causes

Which CTE positions or program areas have been the most challenging to recruit instructors and what factors contribute to making this a challenge?

What factors contribute to CTE educators and faculty leaving the teaching force?

What factors make it difficult to provide professional development or externship experiences for CTE instructors?

6.3.B: Finding Solutions

What strategies might you adopt to improve CTE instructor and support staff recruitment?

What strategies might you adopt to improve CTE instructor and support staff retention?

What strategies might you adopt to expand professional development for CTE educators?

Appendix A: Performance Data 2019–20

	Indicator								
	1S1	2S1	2S2	2S3	3S1	4S1	5S1	5S2	5S3
Performance Target									
District-wide Performance									
Your Site Performance									
Gender									
Males									
Females									
Nonbinary									
Race-ethnicity									
American Indian/Alaskan Native									
Asian									
Black or African American									
Hispanic or Latino									
Native Hawaiian or Pacific Islander									
White									
Two or more races									
Special Populations									
Individuals with disabilities									
Economically disadvantaged									
Nontraditional occupations									
Single parents									
English learners									
Homeless individuals									
Youth in foster care									
Youth with a parent in active military									
Migrant students									



Appendix B: Labor Market Information

TBD

