



Assessing Your Commitments for Engaging CTE Learners

INSTRUCTIONS:

This self-assessment breaks down each commitment from the [Commitments for Engaging CTE Learners](#) section of the toolkit so that state and local leaders can fully analyze an existing or planned CTE learner voice strategy. To use this rubric, examine each commitment, assign it a rating of 1, 2, 3 or 4 based on how current efforts compare to the examples in the chart, and provide written evidence for that rating. Below is a general description of each rating, and more commitment-specific descriptions are provided under “1 = Emerging” and “4 = Strong” in the chart.

RATINGS DEFINITIONS:

- 1 = Emerging** This commitment is not yet represented in your current or proposed efforts.
- 2 = Building** This commitment is somewhat attended to in your current or proposed efforts, but many improvements still need to be made.
- 3 = Promising** This commitment is fairly well represented in your current or proposed efforts, although some improvements still need to be made.
- 4 = Strong** This commitment is fully represented in your current or proposed efforts, with clear evidence of its impact, even if minor adjustments still need to be made.

IMPORTANTLY, the sample evidence provided in the self-assessment is simply that — samples. The samples are by no means exhaustive but are meant to serve as illustrative examples of how a less-developed or well-developed CTE learner engagement strategy would play out at the state or local level.



To what degree is your state or local CTE leadership:

Meaningfully engaging CTE learners in CTE program development, assessment and improvement?

RATING <i>(click one)</i>	1 = Emerging	2 = Building	3 = Promising	4 = Strong
<i>Sample evidence</i>	<p>1 = Emerging</p> <ul style="list-style-type: none"> • CTE learners are invited to provide input infrequently through methods that rarely allow detailed feedback, such as surveys. • CTE learners are not told why their participation is important or how their input will be used. • CTE learner input is not reported back to learners and other stakeholders. • CTE learner input is not used for systemic change. 	<p>4 = Strong</p> <ul style="list-style-type: none"> • CTE learner input is regularly sought through focus groups; advisory boards; and similar methods that enable nuanced, real-time input. • CTE learners are engaged to provide input into a variety of CTE policies, programs and resources. • CTE learners are aware of the purpose of engagement, how it will benefit CTE, and how their contributions effect change. • CTE learner involvement is incentivized or required in activities such as needs assessments and competitive grants. 		
EVIDENCE				
<i>Areas for improvement and/or action steps</i>				



To what degree is your state or local CTE leadership:

Ensuring that CTE learners are treated as valued and trusted stakeholders?

RATING <i>(click one)</i>	1 = Emerging	2 = Building	3 = Promising	4 = Strong
<i>Sample evidence</i>	<p>1 = Emerging</p> <ul style="list-style-type: none"> Facilitators of CTE learner voice activities have no experience with engaging learners. No training is provided to staff and other facilitators on meaningfully engaging CTE learners in culturally responsive ways. CTE learners feel like token or symbolic participants rather than full and equal contributors. There are no formal policies that prevent retribution directed at CTE learners for using their voices. Opportunities for learner voice often default to staff doing most of the talking. 			<p>4 = Strong</p> <ul style="list-style-type: none"> Leaders identify facilitators — staff, classroom instructors, current learners, alumni and other stakeholders — who have relationships with learners and experience in elevating learner voice. Staff and other facilitators have taken part in training on meaningfully engaging CTE learners in culturally responsive ways. At least some staff and other facilitators reflect learners’ diverse identities. Community agreements or group contracts support full participation by learners and prevent and punish retribution directed at CTE learners for using their voices.
EVIDENCE				
<i>Areas for improvement and/or action steps</i>				



To what degree is your state or local CTE leadership:

Inclusively engaging all learner voices?

RATING <i>(click one)</i>	1 = Emerging	2 = Building	3 = Promising	4 = Strong
<i>Sample evidence</i>	<p>1 = Emerging</p> <ul style="list-style-type: none"> • Only one or two CTE learners are called on to engage. • Only highly involved CTE learners, such as CTSO officers, are recruited for engagement activities. 			<p>4 = Strong</p> <ul style="list-style-type: none"> • Multiple CTE learners who can speak to different learner identities and experiences are engaged. • Engagement opportunities are communicated to CTE learners multiple times and through multiple channels. • CTE learners currently participating in engagement activities serve as “learner voice” ambassadors to recruit others, particularly learners with special and historically marginalized population status.
EVIDENCE				
<i>Areas for improvement and/or action steps</i>				



To what degree is your state or local CTE leadership:

Preparing learners to engage effectively through training, resources and supports?

RATING <i>(click one)</i>	1 = Emerging	2 = Building	3 = Promising	4 = Strong
<i>Sample evidence</i>	<p>1 = Emerging</p> <ul style="list-style-type: none"> CTE learners do not receive any training on their roles and responsibilities, relevant CTE-specific terminology or effective communication and collaboration. Meetings are planned without reference to CTE learner schedules. CTE learners must arrange their own transportation and (if applicable) child care to participate in in-person engagement activities. CTE learners who lack broadband, computers and/or other tools to support virtual engagement are not provided with access to this technology. Engagement activities and resources are not accessible for CTE learners with disabilities and English learners. 	<p>4 = Strong</p> <ul style="list-style-type: none"> CTE learners have participated in training on their roles, responsibilities, relevant terminology and effective communication and collaboration. Barriers such as scheduling, transportation, child care and technology access are minimized or eliminated through thoughtful scheduling and providing or subsidizing transportation, technology access and child care (if applicable). Accessibility tools such as alternative text, captioning, translation and interpretation support the engagement of CTE learners with different needs and abilities. 		
EVIDENCE				
<i>Areas for improvement and/or action steps</i>				



To what degree is your state or local CTE leadership:

Providing multiple avenues for learner engagement?

RATING <i>(click one)</i>	1 = Emerging	2 = Building	3 = Promising	4 = Strong
<p><i>Sample evidence</i></p>	<p>1 = Emerging</p> <ul style="list-style-type: none"> • CTE learner engagement is limited to input only, with no other roles or responsibilities available. • Each CTE learner engagement opportunity typically involves only one way to provide input (e.g., a single survey, one round of focus groups). • Each CTE learner engagement opportunity is either virtual or in person, not both. • Learners are engaged around only one specific policy or program (e.g., CLNA). 			<p>4 = Strong</p> <ul style="list-style-type: none"> • A variety of roles are available for CTE learners, including providing informal and formal input as well as acting as advisers, creators and leaders. • Each CTE learner engagement opportunity provides multiple avenues for input (e.g., join in person or virtually, provide written or verbal comments). • CTE learner input is sought consistently in the development, assessment and improvement of CTE programs (e.g., program approval, program monitoring, CLNA).
<p>EVIDENCE</p>				
<p><i>Areas for improvement and/or action steps</i></p>				



To what degree is your state or local CTE leadership:

Sustaining learner engagement through regular, institutionalized processes?

RATING <i>(click one)</i>	1 = Emerging	2 = Building	3 = Promising	4 = Strong
<i>Sample evidence</i>	<p>1 = Emerging</p> <ul style="list-style-type: none"> No staff members have designated responsibility for CTE learner voice activities or learner engagement. There is no follow-up to communicate with CTE learners and other stakeholders whether and how learner contributions have been used. There are no metrics to track progress in CTE learner engagement. No processes are in place to create a sustainable pipeline of engaged CTE learners. 			<p>4 = Strong</p> <ul style="list-style-type: none"> One or more staff members are designated to foster CTE learner engagement. Information about how CTE learner contributions have been incorporated into policy or programmatic changes is shared with learners, families, community partners, educators and the public. Measures of success in CTE learner voice, such as number of and demographic information about learners engaged, are tracked and reported. Continuous improvement processes are used to improve CTE learner voice activities. Learner voice ambassadors recruit new CTE learners to sustain engagement activities.
EVIDENCE				
<i>Areas for improvement and/or action steps</i>				



To what degree is your state or local CTE leadership:

Recognizing learners for their contributions?

RATING <i>(click one)</i>	1 = Emerging	2 = Building	3 = Promising	4 = Strong
<i>Sample evidence</i>	<p>1 = Emerging</p> <ul style="list-style-type: none"> • CTE learners are not recognized for their contributions or are not recognized in ways they value. • CTE learners are expected to provide input on their own time. 		<p>4 = Strong</p> <ul style="list-style-type: none"> • Appropriate, equitable compensation such as cash or gift card stipends, scholarships, academic credit, independent study opportunities and/or awards is determined in collaboration with CTE learners. • CTE learner names and contributions are shared publicly, with learners' permission. 	
EVIDENCE				
<i>Areas for improvement and/or action steps</i>				