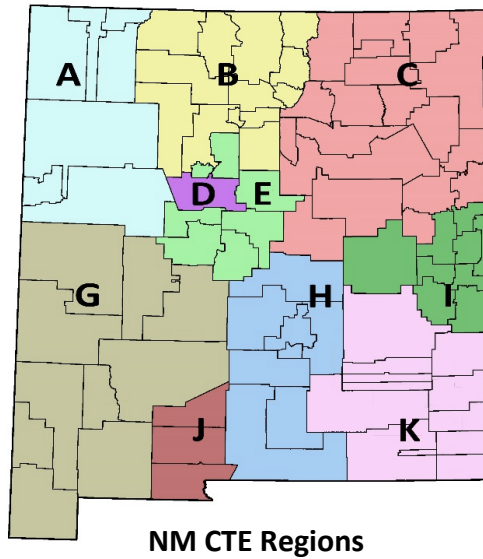


# NM CTE Needs Assessment Quick Reference

**Principal Goal:** Engage stakeholders in a collective vision and partnership for implementing strong CTE programs in regional communities.

**Final Deliverable Goal:** Completion of all parts of the *Needs Assessment Results Document* (final section of *NM CTE Needs Assessment Templates*)

Contributors		Activities and Deliverables						
State	<b>The Bridge of Southern NM</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Solidify CTE regions</li> <li><input type="checkbox"/> Pull regional employment data</li> <li><input type="checkbox"/> Coordinate with business/industry for industry meetings</li> <li><input type="checkbox"/> Identify/support CTE Consortia Leads</li> <li><input type="checkbox"/> Host webinars</li> <li><input type="checkbox"/> Facilitate meetings</li> </ul>						
Regional	<b>Consortia Leads</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Take an active partnership role with educators in their region</li> <li><input type="checkbox"/> Attend the regional CTE meeting <b>Meeting Date</b> _____</li> <li><input type="checkbox"/> Compile information from consortia participants</li> <li><input type="checkbox"/> Aid in the completion of the <i>Needs Assessment Results Document</i></li> <li><input type="checkbox"/> Ensure all education partners have signed the results document</li> <li><input type="checkbox"/> Submit regional worksheets and the Needs Assessment Results Document to NMPED <b>Submission Date</b> _____</li> </ul>						
Local	<b>Site-Based Leads</b>	<ol style="list-style-type: none"> <li>1. Complete the following sections of the <i>NM Needs Assessments Templates</i> and submit them to the regional meeting facilitator <u>before</u> the regional CTE meeting.               <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Potential Partners</b></li> <li><input type="checkbox"/> <b>Element 1:</b> Priority Alignment Evaluation</li> <li><input type="checkbox"/> <b>Element 2:</b> Program Size, Scope, &amp; Quality Evaluation</li> <li><input type="checkbox"/> <b>Element 3:</b> Student Performance Evaluation <b>Submission Date</b> _____</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Element 4:</b> Access &amp; Equity Evaluation</li> <li><input type="checkbox"/> <b>Element 5:</b> Educator Training, Recruitment, &amp; Retention Evaluation</li> <li><input type="checkbox"/> <b>Element 6:</b> Program Implementation and Completion</li> </ul> </td> </tr> </table> </li> <li>2. Attend the regional CTE meeting               <ul style="list-style-type: none"> <li><input type="checkbox"/> Regional CTE meeting <b>Meeting Date</b> _____</li> </ul> </li> <li>3. Assist in the completion of the following sections of the <i>NM Needs Assessments Templates</i> <u>during and after</u> the regional CTE meeting.               <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Potential Stakeholders (Regional Level)</b></li> <li><input type="checkbox"/> <b>Element 1:</b> Priority Alignment</li> <li><input type="checkbox"/> <b>Element 2:</b> Program Size, Scope, &amp; Quality</li> <li><input type="checkbox"/> <b>Element 3:</b> Student Performance <b>Submission Date</b> _____</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Element 4:</b> Improving Student Access &amp; Equity</li> <li><input type="checkbox"/> <b>Element 5:</b> Educator Training, Recruitment, &amp; Retention</li> <li><input type="checkbox"/> <b>Element 6:</b> Program Implementation &amp; Student Completion</li> </ul> </td> </tr> </table> </li> <li>4. 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Quick Reference Guidelines for Completion of Site-Based Needs Templates  
*(before regional meeting)*

*Recommendation – Assign two people, when possible, to be responsible for each element.*

1. Priority Alignment	
Suggested Areas to Review and Materials Needed	
<ul style="list-style-type: none"> <li>• State and local labor market information (LMI) including current and projected employment</li> <li>• Follow-up data on program completers to determine entry and success in their career areas</li> </ul>	
Suggested Stakeholders to Consult	Suggested Strategies for Consultation
<ul style="list-style-type: none"> <li>• Administrators, teachers &amp; faculty</li> <li>• School counselors and advisement professionals</li> <li>• Former students</li> <li>• Representatives of special populations</li> <li>• Local data staff</li> </ul>	<ul style="list-style-type: none"> <li>• Workgroup to examine data including educators, school counselors/advisement personnel, and workforce development staff</li> <li>• Engagement of advisory committee for input into workforce alignment</li> <li>• Focus groups, interviews, or surveys with:               <ul style="list-style-type: none"> <li>○ Students and former students</li> <li>○ Local agencies involved in workforce initiatives</li> </ul> </li> </ul>
Template Questions to Answer for this Element	
<ol style="list-style-type: none"> <li>1. To what extent are we offering programs of study that are preparing learners for current and future workforce and economic needs?</li> <li>2. What are the processes in place for reviewing workforce and economic data to determine effectiveness and impact of program offerings on a regular basis?</li> </ol>	

## 2. Program Size, Scope, Quality

### Suggested Areas to Review and Materials Needed

Size (capacity focus)	Scope (curricular focus)	Quality (outcome focus)
<ul style="list-style-type: none"> <li>• Total number of programs/ programs of study and number of courses within each</li> <li>• CTE participant and concentrator enrollment for the past three years, aggregate and disaggregated</li> <li>• Capacity of each program for the past three years</li> <li>• Number of students applying for the program in the last three years, if applicable</li> <li>• Number of students on waiting lists, if applicable</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation of CTE Programs of Study course sequences from secondary to postsecondary including aligned curriculum</li> <li>• Credit transfer agreements for CTE programs.</li> <li>• Data on student retention and transition from secondary to postsecondary within the CTE program of study</li> <li>• Description of dual credit courses and data on student participation and success</li> <li>• Data on student credential attainment in each program disaggregated by student demographic and value of credential</li> <li>• Curriculum standards showing depth and breadth of program and alignment to workforce and economic needs</li> <li>• Opportunities for expanded learning within and across CTE programs of study</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum standards and frameworks showing alignment to industry needs.</li> <li>• Assessments leading to credentials of value</li> <li>• Safety requirements</li> <li>• Work-based learning procedures</li> <li>• Career and Technical Student Organizations (CTSO) activities and alignment to curriculum</li> <li>• Data collection mechanisms</li> <li>• Program improvement/ assessment processes</li> <li>• Placement in employment, education, or military following program participation (if applicable)</li> </ul>

#### Suggested Stakeholders to Consult

- Administrators, teachers, and faculty
- Representatives of special populations
- Parents and students
- School counselors and advisory professionals
- Local data staff

#### Suggested Strategies for Consultation

- Workgroup to examine data including representatives of educators, school counselors/career advisory professionals, special populations, and employers
- Focus groups, interview, or survey of:
  - Parents and students
  - Employers
  - School counseling staff and career advisory professionals

### Template Questions to Answer for this Element

1. How do programs maintain conversations with secondary, postsecondary, and business/industry representatives so that a robust and up-to-date skill set is developed in each program?
2. Which programs have current industry standard equipment, appropriate classroom and laboratory space, and quality instructional materials?
3. Which programs of study incorporate relevant academic, technical, and workforce readiness skills at every learner level? (Including dual credit opportunities)

<b>3. Student Performance</b>	
<b>Suggested Areas to Review and Materials Needed</b>	
<ul style="list-style-type: none"> <li>• Review Perkins performance data for the past three years disaggregated by CTE program area and subgroups including:               <ul style="list-style-type: none"> <li>○ Gender</li> <li>○ Race and ethnicity</li> <li>○ Migrant status</li> <li>○ Individuals with disabilities</li> <li>○ Individuals from economically disadvantaged families including low-income youth and adults</li> <li>○ Individuals preparing for nontraditional fields</li> <li>○ Single parents including single pregnant women</li> <li>○ Out of work individuals</li> <li>○ English learners</li> <li>○ Homeless individuals</li> <li>○ Youth who are in or who have aged out of the foster care system</li> <li>○ Youth with a parent who is on active duty military</li> </ul> </li> <li>• Strategies utilized to address performance gaps for specific subgroups along with outcomes for the strategies attempted.</li> </ul>	

<b>3. Student Performance (continued)</b>	
<b>Suggested Stakeholders to Consult</b>	<b>Available Resources</b>
<ul style="list-style-type: none"> <li>• Administrators</li> <li>• Secondary teachers</li> <li>• Postsecondary faculty</li> <li>• Academic and career advising professionals</li> <li>• Tribal organizations and representatives</li> <li>• Corrections education staff</li> <li>• Representatives of special populations</li> <li>• Local data staff</li> </ul>	<p>General K-12 data</p> <ul style="list-style-type: none"> <li>• Accountability <a href="https://webnew.ped.state.nm.us/bureaus/accountability/">https://webnew.ped.state.nm.us/bureaus/accountability/</a></li> <li>• STARS (CCR Reports) <a href="https://eui.ped.state.nm.us/sites/stars/default.aspx">https://eui.ped.state.nm.us/sites/stars/default.aspx</a></li> </ul> <p>General postsecondary data</p> <ul style="list-style-type: none"> <li>• <a href="https://hed.state.nm.us/data-reports">https://hed.state.nm.us/data-reports</a></li> </ul>
<b>Suggested Strategies for Consultation</b>	
<ul style="list-style-type: none"> <li>• Establish a work group that includes educators, counseling professionals, data stewards, and representatives of special populations to examine data and identify gaps or areas of concern.</li> <li>• Assemble educator groups by CTE career field or cluster to examine data in their specific area, review board policies, processes for developing student schedules, and graduation guidelines for systemic barriers to CTE enrollment by special populations.</li> </ul>	
<b>Template Questions to Answer for this Element</b>	
<ol style="list-style-type: none"> <li>1. Where do the biggest gaps in Perkins performance indicators exist between subgroups of students and program areas?</li> </ol>	

**4. Access & Equity**

**Suggested Areas to Review and Materials Needed**

- School counseling and recruitment activities
- Program promotional materials
- Processes for communicating and providing accommodations, modifications, and supportive services for all students, including special populations
- Procedures for workplace experiences for special population students
- Information on accelerated credit and credentials available for special populations
- Data on CTE & CTSO participation & performance by each career area & each special population
- Findings from surveys/focus groups (students, parents, or community representatives)

<b>Stakeholders to Consult</b>	<b>Suggested Strategies for Consultation</b>
--------------------------------	--

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Secondary and postsecondary teachers/faculty and administrators</li> <li>• School counselors and advisement professionals</li> <li>• Representatives of special populations</li> <li>• Local data staff</li> </ul> | <ul style="list-style-type: none"> <li>• Workgroup to examine data including educators, school counselors/advisement professionals, and representatives of special populations</li> <li>• Focus groups, interviews, or surveys with:               <ul style="list-style-type: none"> <li>○ Students and former students</li> <li>○ Parents</li> <li>○ CTSO advisors</li> <li>○ Representatives of special populations</li> <li>○ Business, industry, and community partners</li> </ul> </li> </ul> |
|---|---|

**Template Questions to Answer for this Element**

1. Which students identified as special population groups are under-represented or over-represented in CTE programs overall? In which program area?
2. What barriers currently exist that prevent each special population group from participating in your programs?
3. How can cultural elements such as racial, ethnic, socio-economic, or geographic elements be considered and addressed when seeking out and working with learners and their families?
4. Are there new programs that need to be developed to ensure access in our region?

**5. CTE-Related Professional Development, Recruitment, Retention**

**Suggested Areas to Review and Materials Needed**

- Data on faculty, staff, administrator, & school counselor preparation credentials, salaries, benefits, and demographics
- Student and faculty demographic data
- Description of recruitment process and retention efforts
- Description of professional development, mentoring and externship opportunities
- Data on educator participation in professional development, mentoring, and externships
- Survey or focus group results conducted with educators regarding needs and preferences
- Trend data: CTE educator hiring & retention in CTE areas w/demographics (> 5-10 years)

\*\*\*Continued on next page.\*\*\*

Suggested Stakeholders to Consult	Suggested Strategies for Consultation
All stakeholders required by law, particularly: <ul style="list-style-type: none"> <li>• Secondary and postsecondary teachers/faculty</li> <li>• Human Resource department members</li> <li>• Administrators, teachers, and faculty</li> <li>• School counselors and advisement professionals</li> <li>• Representatives of special populations</li> <li>• Local data staff</li> </ul>	<ul style="list-style-type: none"> <li>• Workgroup to examine data including educators, school counselors/advisement professionals, and human resources staff</li> <li>• Focus group, interview, or survey with:               <ul style="list-style-type: none"> <li>○ Veteran teachers and Human Resources staff</li> <li>○ Individuals charged with selecting, designing, and implementing professional development</li> </ul> </li> </ul>
Template Questions to Answer for this Element	
<ol style="list-style-type: none"> <li>1. Describe the professional development plan for CTE program-related teachers, faculty, specialized instructional support personnel, paraprofessionals, career guidance and academic counselors.</li> <li>2. What processes are in place to recruit new CTE educators? For example, what is the process to develop or recruit CTE instructors from existing staff/students?</li> <li>3. What strategies are you using to retain CTE educators?</li> </ol>	

6. Program Implementation and Student Completion	
Suggested Areas to Review and Materials Needed	
<ul style="list-style-type: none"> <li>• Programs of study, as proposed to NMPED in the Perkins applications over the past five years with enrollment numbers.</li> <li>• Total number of programs/programs of study and number of course within each</li> <li>• Capacity of each program for the past three years</li> <li>• Number of students on waiting lists, if applicable</li> <li>• Review of secondary courses that support transition aligned with the CTE program (advanced placement, work-based learning, dual credit)</li> <li>• Current Dual Credit agreement</li> </ul>	
Suggested Stakeholders to Consult	Suggested Strategies for Consultation
All stakeholders required by law, particularly: <ul style="list-style-type: none"> <li>• Secondary and postsecondary teachers/faculty</li> <li>• Employers</li> <li>• Advisory committee members</li> <li>• Administrators, teachers, and faculty</li> <li>• School counselors and advisement professionals</li> <li>• Representatives of special populations</li> <li>• Local data staff</li> </ul>	<ul style="list-style-type: none"> <li>• Workgroup to examine data including educators, school counselors/advisement professionals, and human resources staff</li> <li>• Focus groups, interviews, or surveys with:               <ul style="list-style-type: none"> <li>○ Veteran teachers</li> <li>○ Current and former students</li> <li>○ Employers</li> <li>○ Counselors</li> </ul> </li> </ul>
Template Questions to Answer for this Element	
<ol style="list-style-type: none"> <li>1. To what degree were all proposed CTE programs of study fully implemented over the last five grant years?</li> <li>2. Describe student completion rates of implemented CTE programs (through the capstone level at the secondary level).</li> </ol>	