Worksheet to begin thinking about process for collecting necessary information

Remember: Your districts are collecting all of this information - with your assistance - in order to help identify trends, gaps and needs. (*Later you will work with your consortium leadership to prioritize outcomes, develop budget and complete your plan.)*

|  |  |  |
| --- | --- | --- |
| **What districts should consider regarding CTE programming** | **Where do resources exist to find this information?**  **Who could be engaged in this discussion?**  **What meetings/engagements exist where this information could be gathered?** | **What’s missing?**  **What are the next steps?**  **What connections/relationships need to be built?** |
| EA: Which focal student groups are underrepresented in our CTE Programs of Study and CTE Student Leadership Organizations (or CTSO)? Representation by gender? | The 90% reports that ODE shared used to provide identified who is participating and who isn’t participating by POS Program of Study information. ODE would provide a district level student breakdown by traditions vs. non traditional students. However, due to turnover and leadership changes they have not provided the level of detail and the graphs that provided the previous breakdown.  Please review your 90% reports if available from ODE.  Additionally, review the student makeup of students participating in CTE opportunities with the lead teacher.  Do students participating mirror the District Student Break down? Are there more non traditional students participating or less? What about students with disabilities or ELL Participation?  Socioeconomic status is an area that many of our youth meet. Please review your Student reduced and free lunch numbers. You can also review the economic report for our County that I have sent out  Some of our schools are also seeing an increase in Hispanic student population.  Ed Northwest created a dashboard that allows for each school to review CTE participation. Here is a link to it. Please note the most recent data is 2021-2022  [Accelerated Learning and Career and Technical Education in Oregon (educationnorthwest.org)](https://educationnorthwest.org/resources/accelerated-learning-and-career-and-technical-education-oregon)  I am providing consortium level data but you can use the dashboard above to drill down in your school information. | Review who is participating with the teacher.  If there appears to be a gap in participation work on a Root cause analysis. Why might students not be attending? |
| EA: Looking at demographic data related to advanced course enrollment (CTE, AP, IB, dual credit, etc), what systems need to be put in place to ensure equitable participation, retention, and success rates in those classes? | CTE College Now opportunities are built into the PERKINS POS opportunities at your school.  In the past we have had an agreement with Mr. Kampi to provide welding credit for students. We can offer this opportunity again provided Mr. Kampi meets with Jesse Fulton our Instructor of Record for the Welding Department.  There may also be the ability to grow some CTE opportunities in the area of Wildland firefighting. This would need to be evaluated by out part time fire instructor who would review the curriculum and instructor skills.    For more information on what dual credit options your school has I would check out the link below. It will show all dual credit not just CTE dual credit but Coastal Commitment. You can also drill down by FRLP, ELL, and traditional vs not traditional.  [Accelerated Learning and Career and Technical Education in Oregon (educationnorthwest.org)](https://educationnorthwest.org/resources/accelerated-learning-and-career-and-technical-education-oregon) | Consideration of when classes are offered.  What supports need to be in place for ELL learners.  What supports can be included for students with disabilities. |
| WR: Are there systems in place to provide academic support to students that are at risk of not graduating on time? | [Higher Education Coordinating Commission : Community College Data Dashboard : Strategy, Research & Data : State of Oregon](https://www.oregon.gov/highered/strategy-research/Pages/dashboard-community-colleges.aspx) |  |
| WR: Are there systems in place to provide academic support to students that are at risk of not graduating on time? | [Accelerated Learning and Career and Technical Education in Oregon (educationnorthwest.org)](https://educationnorthwest.org/resources/accelerated-learning-and-career-and-technical-education-oregon) |  |
| WR: What opportunities exist for students to earn postsecondary credit while in high school (CTE, dual credit, IB, AP)? | As previously stated our consortium includes a community college.  Dual credit in Welding aligns with several Post Secondary Career Pathway opportunities at the College. |  |
| WR: How well does your school, institution, or 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 start along a career pathway? | At the Post secondary level the CTE Grant Director supports PD for CTE teachers, counselors and Admin.  The CTE Grant Director also provides data training for the individuals providing the data.  We also work with the Clatsop Works Program on CCL activities and WBL |  |
| CE: How have we engaged with partners such as ESD liaisons, CTE Regional Coordinators, and others to assist with the implementation of this integrated guidance and completing the needs assessment? | We work with the ESD with the College and Career Readiness team.  We also work with them on student surveys around CTE.  They assist in some of the integrated guidance activities.  We also put together summer externship opportunities together. |  |
| CE: How have we strengthened engagement with district CTE teachers, local or regional workforce development boards, and local business and industry, and local community college CTE deans and instructors? Where can we improve? | CTE teachers are invited to all of the post secondary advisory boards.  SBDC and Seaside School District are members of the chamber of commerce. |  |
| SS: How is Career Connected Learning, including awareness, exploration, preparation, and training, incorporated into your district system? | CMHS was provided a portion of the Career Connected Learning Grant funds. This allowed Mr. Kampi to create a course that occurred Fall of 2024/25 with Middle School youth to participate in some hands on CTE activities. |  |
| SS: How are you systematically partnering with students and families in grades 9-12 to discuss transcripts, graduation requirements, and students’ career and educational goals? |  |  |
| How are you engaging students and parents to talk about college and careers in order for them to be informed and prepared for course selection? |  |  |