



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

<b>RATING</b> <i>(click one)</i>	<b>1 = Emerging</b>	<b>2 = Building</b>	<b>3 = Promising</b>	<b>4 = Strong</b>
<i>Sample evidence</i>	<p><b>1 = Emerging</b></p> <ul style="list-style-type: none"> <li>Facilitators of CTE learner voice activities have no experience with engaging learners.</li> <li>No training is provided to staff and other facilitators on meaningfully engaging CTE learners in culturally responsive ways.</li> <li>CTE learners feel like token or symbolic participants rather than full and equal contributors.</li> <li>There are no formal policies that prevent retribution directed at CTE learners for using their voices.</li> <li>Opportunities for learner voice often default to staff doing most of the talking.</li> </ul>			<p><b>4 = Strong</b></p> <ul style="list-style-type: none"> <li>Leaders identify facilitators — staff, classroom instructors, current learners, alumni and other stakeholders — who have relationships with learners and experience in elevating learner voice.</li> <li>Staff and other facilitators have taken part in training on meaningfully engaging CTE learners in culturally responsive ways.</li> <li>At least some staff and other facilitators reflect learners’ diverse identities.</li> <li>Community agreements or group contracts support full participation by learners and prevent and punish retribution directed at CTE learners for using their voices.</li> </ul>
<b>EVIDENCE</b>				
<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><b>1 = Emerging</b></p> <ul style="list-style-type: none"> <li>• Only one or two CTE learners are called on to engage.</li> <li>• Only highly involved CTE learners, such as CTSO officers, are recruited for engagement activities.</li> </ul>			<p><b>4 = Strong</b></p> <ul style="list-style-type: none"> <li>• Multiple CTE learners who can speak to different learner identities and experiences are engaged.</li> <li>• Engagement opportunities are communicated to CTE learners multiple times and through multiple channels.</li> <li>• CTE learners currently participating in engagement activities serve as “learner voice” ambassadors to recruit others, particularly learners with special and historically marginalized population status.</li> </ul>
<b>EVIDENCE</b>				
<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><b>1 = Emerging</b></p> <ul style="list-style-type: none"> <li>CTE learners do not receive any training on their roles and responsibilities, relevant CTE-specific terminology or effective communication and collaboration.</li> <li>Meetings are planned without reference to CTE learner schedules.</li> <li>CTE learners must arrange their own transportation and (if applicable) child care to participate in in-person engagement activities.</li> <li>CTE learners who lack broadband, computers and/or other tools to support virtual engagement are not provided with access to this technology.</li> <li>Engagement activities and resources are not accessible for CTE learners with disabilities and English learners.</li> </ul>			<p><b>4 = Strong</b></p> <ul style="list-style-type: none"> <li>CTE learners have participated in training on their roles, responsibilities, relevant terminology and effective communication and collaboration.</li> <li>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).</li> <li>Accessibility tools such as alternative text, captioning, translation and interpretation support the engagement of CTE learners with different needs and abilities.</li> </ul>
<b>EVIDENCE</b>				
<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
<i>Sample evidence</i>	<p><b>1 = Emerging</b></p> <ul style="list-style-type: none"> <li>• CTE learner engagement is limited to input only, with no other roles or responsibilities available.</li> <li>• Each CTE learner engagement opportunity typically involves only one way to provide input (e.g., a single survey, one round of focus groups).</li> <li>• Each CTE learner engagement opportunity is either virtual or in person, not both.</li> <li>• Learners are engaged around only one specific policy or program (e.g., CLNA).</li> </ul>			<p><b>4 = Strong</b></p> <ul style="list-style-type: none"> <li>• A variety of roles are available for CTE learners, including providing informal and formal input as well as acting as advisers, creators and leaders.</li> <li>• Each CTE learner engagement opportunity provides multiple avenues for input (e.g., join in person or virtually, provide written or verbal comments).</li> <li>• CTE learner input is sought consistently in the development, assessment and improvement of CTE programs (e.g., program approval, program monitoring, CLNA).</li> </ul>
<b>EVIDENCE</b>				
<i>Areas for improvement and/or action steps</i>				



To what degree is your state or local CTE leadership:

**Sustaining learner engagement through regular, institutionalized processes?**

<b>RATING</b> <i>(click one)</i>	<b>1 = Emerging</b>	<b>2 = Building</b>	<b>3 = Promising</b>	<b>4 = Strong</b>
<i>Sample evidence</i>	<p><b>1 = Emerging</b></p> <ul style="list-style-type: none"> <li>No staff members have designated responsibility for CTE learner voice activities or learner engagement.</li> <li>There is no follow-up to communicate with CTE learners and other stakeholders whether and how learner contributions have been used.</li> <li>There are no metrics to track progress in CTE learner engagement.</li> <li>No processes are in place to create a sustainable pipeline of engaged CTE learners.</li> </ul>			<p><b>4 = Strong</b></p> <ul style="list-style-type: none"> <li>One or more staff members are designated to foster CTE learner engagement.</li> <li>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.</li> <li>Measures of success in CTE learner voice, such as number of and demographic information about learners engaged, are tracked and reported.</li> <li>Continuous improvement processes are used to improve CTE learner voice activities.</li> <li>Learner voice ambassadors recruit new CTE learners to sustain engagement activities.</li> </ul>
<b>EVIDENCE</b>				
<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><b>1 = Emerging</b></p> <ul style="list-style-type: none"> <li>• CTE learners are not recognized for their contributions or are not recognized in ways they value.</li> <li>• CTE learners are expected to provide input on their own time.</li> </ul>		<p><b>4 = Strong</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• CTE learner names and contributions are shared publicly, with learners' permission.</li> </ul>	
<b>EVIDENCE</b>				
<i>Areas for improvement and/or action steps</i>				