



Assessing Organizational Readiness to Elevate Learner Voice in CTE

To effectively engage learners in developing, reviewing and improving CTE programs and policies, state and local CTE leaders should begin by assessing their current organizational knowledge, skills, capacity and culture for elevating learner voice and, if necessary, build their readiness to meet the commitments to learner voice defined in this toolkit. To assess organizational readiness for this work, teams of state or local CTE leaders, educators and other staff should consider the following questions. The organizational readiness questions from **page 9** of the toolkit are laid out here, with space to make notes and capture ideas.

<p><u>GOALS:</u> What are your state's, district's or institution's goals for elevating CTE learner voice? What are the short-, mid- and long-term objectives?</p>	
<p><u>WILL:</u> How well do CTE leaders understand the benefits of elevating CTE learner voice? How well is your state, district or institution prepared to receive and act upon learner input, even when the dialogue is uncomfortable or the feedback is negative? From whom do you have or need buy-in?</p>	
<p><u>KNOWLEDGE AND SKILLS:</u> What knowledge and skills do CTE leaders have to effectively elevate CTE learner voice? What knowledge and skills do you need to develop?</p>	
<p><u>CAPACITY:</u> What capacity do CTE leaders have for elevating CTE learner voice? Is there a position or department in your state, district or institution where you could locate learner voice activities? What funding streams can you use to support learner voice activities?</p>	



Assessing Organizational Readiness to Elevate Learner Voice in CTE continued

<p>ACTIVITIES: What existing activities can your state, district or institution leverage to elevate CTE learner voice? What existing policy or program development, review or improvement processes can you leverage?</p>	
<p>RELATIONSHIPS: What relationships already exist with CTE learners? How can you build relationships? What educators, learners and alumni, and partners with a history of effective learner engagement can you tap to help you build relationships?</p>	
<p>PARTNERS: What other stakeholders or partners can support CTE leaders in this work? What other agencies, institutions or organizations can you turn to for assistance?</p>	