

# STATE CAREER and TECHNICAL EDUCATION (CTE) SELF-ASSESSMENT

*Assessing the Progress and Future Planning of CTE:  
A Self-Assessment Tool for State Agencies*



# Purpose

The future look of CTE will depend on how well state agencies focus their efforts toward continuous improvement. This requires self-assessment, strategic planning, and commitment. When the key participants in a state use this tool in a dynamic, ongoing way, in combination with the OVAE monitoring visit, available data, reports, and feedback/input from key stakeholders, the results should be a shared understanding of the current degree and quality of statewide CTE program implementation and impact.



## Purpose

It is important to note that the use of the State Career and Technical Education (CTE) Self-Assessment is *voluntary*. It is intended to be used by states as a tool for leveraging coordination and collaboration for program improvement. In addition, it can help to promote conversation/ internal dialogue about:

## Purpose (*continued*)

- where states are and what degree of program improvement they perceive they have made;
- what areas states feel they would like to focus on for future improvements;
- what areas states feel would represent models of effective practice; and
- what areas states feel that may need further assistance to improve their practice

## Purpose (*continued*)

The process of the self-assessment also provides intangible value beyond any written reports or assessments because it:

## Purpose (*continued*)

- builds commitment and ownership on the part of the state-level staff who participate in the process;
- promotes team building and consensus among state CTE leaders
- increases the capacity for strategic thinking in the field of CTE; and
- builds an understanding of what the federal government requires of states with respect to quality performance.

## Purpose (*continued*)

Planning teams who engage in CTE self-assessment prior to the OVAE monitoring visit will be better prepared to take full advantage of the exchange of ideas and technical assistance provided. They will have considered the views of key stakeholders, assembled and digested information on the different components of CTE, and come to a consensus on the current status of their statewide efforts.

# Directions for Use

The CTE Self-Assessment asks state agencies to rate their CTE programs according to 30 quality indicators. The ratings should take into account the various pieces of *evidence* that define each indicator. A five-point rating scale—representing a continuum of implementation progress—has been developed and is described below.

<i>Rating</i>	<i>Rubric</i>
<b>1</b> <b>No Implementation</b>	Our state is not implementing any (or hardly any) of the evidence for this indicator.
<b>2</b> <b>Minimal Implementation</b>	Our state is implementing some of the evidence for this indicator, but most of our efforts are in the planning stage. Substantial work is needed to improve our approach.
<b>3</b> <b>Moderate Implementation</b>	Our state is implementing most of the evidence for this indicator, but some gaps in implementation exist and improvements could be made.
<b>4</b> <b>Complete Implementation</b>	Our state is implementing most of the evidence for this indicator. Our approach is systematic and organized with no major gaps.
<b>5</b> <b>Exemplary Implementation</b>	Our state is implementing all of the evidence for this indicator. We have a sound, systematic approach that could serve as a model for other states.

## Directions for Use of the Notes Section

Each indicator and related evidence are accompanied by a section for *Notes*. This section may be used to record other information that can expand upon the state's performance in a given area. For example, a state may use the Notes section to:

## Directions for Use of the Notes Section (*continued*)

- provide statements about progress, e.g., “our state is in the early planning phase, but we have a commitment to move forward”; or “we have a planning document and are in the process of developing strategies to implement this indicator”; or “this indicator is well-established”, etc.;
- provide more information and greater detail on accomplishments regarding a given indicator—going beyond the listed evidence;

## Directions for Use of the Notes Section *(continued)*

- describe strengths, weaknesses, and plans for improvement;
- elaborate on the numerical ratings to facilitate discussion during OVAE monitoring visits;
- identify information which should be included in its CAR; and/or

## Directions for Use of the Notes Section *(continued)*

- provide an explanation as to why the state is not implementing a specific indicator, e.g., “we have an alternative method for achieving the intent of this indicator that works well in our state”; or why a specific piece of evidence is *not applicable* for your state, e.g., we have consistently surpassed our enrollment targets for special populations of students and, therefore, have not implemented an outreach/recruitment campaign”.

# Recommended Steps

The following steps are recommended to conduct the state CTE self-assessment.

1. *Identify and recruit the key CTE stakeholders to complete the self-assessment.* A variety of approaches to conducting this step can prove effective. One possibility is to have a representative team of state-level decision-makers complete the instrument as a group. Another approach is to have individual stakeholders fill out the tool separately, and then have the individual results compiled for group discussion and instrument completion. Yet a third way is to have the instrument completed by one or two people who are most knowledgeable of the state's CTE program. Regardless of the approach used, however, it is important to enlist input from key stakeholder groups.

## Recommended Steps *(continued)*

2. ***Gather supporting evidence and data.*** The instrument should be completed by knowledgeable stakeholders who use as much supporting evidence as possible. Sources of information can include the state plan, reports, minutes of meetings, mission/vision statements, policies, written documentation and data gathered through interviews with stakeholders, student records, program site visits, third-party evaluation evidence, financial records, proposals, local applications, monitoring tools, the state’s professional development plan, progress reports, and so forth. A “point person” should be identified to ensure that supporting materials are collected, organized and distributed; necessary stakeholder meetings are held; and a timeline established to review all information and complete the self-assessment.

## Recommended Steps *(continued)*

3. ***Complete the self-assessment.*** Carefully read the evidence for each indicator. If the evidence is in place (i.e., implemented), place a checkmark (✓) in the box provided. If you feel that your level of implementation is systematic, without significant weaknesses or gaps, place an asterisk (\*) next to the checkbox. Then review these individual assessments and decide on a final rating for the indicator; fill in the appropriate circle:
- ①      ②      ③      ④      ⑤. Use the *Notes* section to record any explanatory or expanded information about the state's performance for that indicator. Once you have rated all of the indicators in each major CTE area, transfer your ratings to the **Summary Form**, beginning on page 36.

## Recommended Steps *(continued)*

### 4. *Provide feedback to CTE stakeholders involved in Step 1.*

Throughout the process of completing the CTE self-assessment, information should be fed back to the key CTE stakeholders as part of this dynamic process of inquiry and reflection.

## Optional Uses

The primary use of the CTE self-assessment is to help guide states' program improvement efforts through careful study of statewide policies, procedures, and activities. However, a number of states have found it helpful to use the tool in other, creative ways:

## Optional Uses (*continued*)

- as a monitoring tool for reviewing local grantee programs, functions, as well as expenditures and
- an instructional device for orienting new staff (or re-acquainting veterans) about what comprises “quality” in the delivery of CTE programs.

Still others have used it:

- as a way of communicating the importance of Perkins/CTE to other non-CTE state-level stakeholders.

# 1. State Administration

## Quality Indicator 1.1: *Mission*

The state has a clearly articulated mission for CTE that is consistent with the State Plan; a consolidated set of policies and procedures for translating the mission/vision into action.

### Evidence

Check  if Implemented

1. The mission statement accurately reflects the purpose of the CTE initiative, who is served, the services offered, and the outcomes expected.
2. The mission communicates the belief that *all* students—including special populations—can meet high standards of academic and technical excellence as well as engage in active, productive learning.
3. The state provides leadership for achieving the mission through a coherent set of policies and procedures that govern all areas of program administration, planning, development, and implementation in accordance with the State Plan and Perkins legislation.
4. The state has oriented relevant local- and state-level stakeholders to the CTE mission and policies/procedures (e.g., through training workshops, dissemination of print resources, electronic resources, personal contact, etc.).
5. The state has a process—involving local input—for periodically revising the mission and policies/procedures to ensure their continued relevance; modifications are made to reflect the evolving knowledge base in CTE.

	①	②	③	④	⑤
<b>Final Rating:</b>	<b>No Implementation</b>	<b>Minimal Implementation</b>	<b>Moderate Implementation</b>	<b>Complete Implementation</b>	<b>Exemplary Implementation</b>

**NOTES (evidence of accomplishments, related data/criteria, key stakeholders involved, critical issues, Web site, etc.):**

# Final Rating Summary Form

Program Area/Quality Indicator	Final Rating: Level of Implementation				
<b>1. State Administration</b>					
<p><b>Quality Indicator 1.1: <i>Mission</i></b> The state has a clearly articulated mission for CTE that is consistent with the State Plan; a consolidated set of policies and procedures exist for translating the mission/vision into action.</p>	① None	② Minimal	③ Moderate	④ Complete	⑤ Exemplary
<p><b>Quality Indicator 1.2: <i>Secondary-Postsecondary Collaboration</i></b> The state has established effective working relationships between and among secondary and postsecondary institutions.</p>	① None	② Minimal	③ Moderate	④ Complete	⑤ Exemplary
<p><b>Quality Indicator 1.3: <i>Collaboration-Other State Agencies</i></b> The state has established collaborative linkages with other state-level agencies and programs involved in workforce preparation.</p>	① None	② Minimal	③ Moderate	④ Complete	⑤ Exemplary
<p><b>Quality Indicator 1.4: <i>Use of Reserve</i></b> The state uses its reserve funds to foster program improvement.</p>	① None	② Minimal	③ Moderate	④ Complete	⑤ Exemplary
<p><b>Quality Indicator 1.5: <i>Local Monitoring</i></b> The state monitors local grantees for compliance with Perkins requirements and performance goals.</p>	① None	② Minimal	③ Moderate	④ Complete	⑤ Exemplary