Comprehensive Local Needs Assessment
Equity Challenges in CTE

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A. **What does equity look like?**
   "Ensuring equity in CTE means reckoning with historic challenges and intentionally implementing policy and programmatic approaches…upending all facets of bias." Adenike Juggins, National Urban League

B. **How do we improve equity in CTE?**
   a. Dismantling historical barriers
      i. Value vs. alternative
      ii. Promote inclusive culture
   b. Reimagining and reconstructing systems
      i. Examining and rewriting policy and practice
      ii. Support from communities about programs
   c. Learners have MEANINGFUL postsecondary goals
      i. Engage educators in equity and addressing issues
   d. Access to high-quality CTE programs of study
      i. Uncover inequities where data is not clear
      ii. Transparency in programs
   e. Learners have knowledge and skills for lifelong success

C. **Tools, Strategies and Resources**
   a. Program Improvement Process for Equity
      https://www.napequity.org/professional-development/curriculum-tools/program-improvement-process-equity/
      i. Organizing your team: Including equity-minded representation
      ii. Use data and qualitative information to identify key areas
      iii. Evaluate current practice for impact and root causes of challenges
      iv. Select and test practices BEFORE implementation
      v. Continuous evaluation
   b. Making Good on the Promise: Equity Challenges (series)
      https://www.minnstate.edu/system/cte/   OR
      https://careertech.org/resource/series/making-good-promise
   c. Ensuring Equity within Teams and the Assessment Process
      https://www.napequity.org/root/
      https://www.napequity.org/nape-content/uploads/NAPE_Students_wDisabilities_RootCauses_Table_2019-04-04_cac.pdf
   d. NAPE Equity Self-assessment
      (https://www.napequity.org/product/pipe_online_course/)
   e. Samples of equity-focused practices in the CLNA reporting template
      (see other side of this handout)

CLNA Key Element #5 – Progress towards implementation of equal access to CTE programs for ALL students

What strengths and gaps were uncovered by our needs assessment regarding equal access to CTE programs for all students?

We identified several gaps related to supporting student transitions, services for adult learners and the need to build an infrastructure designed to support internships and work-based learning, especially for students with disabilities.

What priorities regarding equal access for all students were uncovered in the needs assessment?

Use disaggregated data to identify barriers to access and equity with a view of seeking to better accommodate all learners, but particularly adult basic learners and members of special populations; influencing or counteracting implicit bias and micro-messaging elements in the societal, cultural, systemic and institutional spheres through community outreach forums, mentoring and career coaching with identified special population groups that are underrepresented in CTE pathways;

What new and/or modified policies, activities, or structures must be developed and implemented?

Development of a new centralized CTE center/co-op to offer numerous career certificate programs, multiple pathways, work experience opportunities, etc. with the goal of improving college and career readiness that is more easily available to ALL students; removing extra application steps for students in our Concurrent Enrollment academies that are transitioning to traditional PSEO on campus.

What professional development, resources, or support is needed to improve equal access to CTE programs for ALL students?

Address challenges and concerns by building communities of practice in professional relationships and progressive levels of professional development, which help us connect with diverse student populations;