**Element 2 Worksheet: Workforce Alignment**

Review data collected and discussed at Regional reVISION meetings. Discuss each of the following questions, then, via consensus, assign a rating, rationale, and potential Action Steps (strategies) for this part of the Local CTE Assessment.

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| **Primary Data Source(s):** | **Other Potential Data Sources:** |
| * H3 Reports * Program of Study and course information * Notes from interviews, focus groups, or other methodologies * Observations | * Local student information system |

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| **Questions to Consider** | **Current State** | **Desired State** |
| 1. To what extent are we offering programs of study that are preparing learners for current and future workforce and economic development needs? |  |  |
| 1. Evaluate the processes in place for reviewing workforce and economic data to determine effectiveness and impact on program offerings on a regular basis. |  |  |
| 1. What opportunities exist in our local labor market for students with disabilities, English learners, or other special populations? |  |  |

**Deep-Dive Questions:**

* What are the highest projected growth industries in our region? What occupations are part of that industry?
* How do CTE program enrollments match projected job openings? Where are the biggest gaps?
* What skill needs have industry partners identified as lacking in the programs offered?
* Which programs graduate employees that thrive in the workplace? Why?
* How are CTE programs offered aligned to the demand? Are we offering CTE programs that are not aligned to demand?

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| **Element 2: Workforce Alignment** | **Rationale and Potential Action Steps (in priority order):** *It is important to capture your thinking clearly here in order to avoid repeating work later in the process.* |
| **Ratings:**  1 = Significant gaps and/or multiple gaps exist  2 = Some gaps exist and/or we do not have a  concrete plan to address them  3 = Very few gaps exist and we have processes  in place to close the remaining gaps  4 = No gaps exist |
| **Rating** (circle one) |  |
| **1 2 3 4** |