



Reflections on Elevating Learner Voice in CTE

With Learners, Not for Learners: A Toolkit for Elevating Learner Voice in CTE includes reflection questions embedded at the end of each section. These questions aim to help you process new information and ideas gleaned from the toolkit, identify the most important next steps, and highlight areas where action is most needed. The reflection questions from the toolkit are also laid out here, with space to make notes and capture ideas.

THE IMPORTANCE OF LEARNER VOICE IN CTE

How can engaging learners improve CTE programs and policies in your state, district or institution?

How can engaging CTE learners help close equity gaps in your state, district or institution?

What do you most want or need to learn from learners to improve CTE programs and policies?



COMMITMENTS FOR ENGAGING CTE LEARNERS

NOTE: You may want to complete the **Assessing Your Commitments for Engaging CTE Learners Rubric** before documenting your reflections.

Which of the seven commitments are already in place in your state, district or institution?

Where do you most need to build capacity, skill or will to fully meet the commitments?



ACTIONS FOR ELEVATING CTE LEARNER VOICE

NOTE: You may want to complete the **Assessing Organizational Readiness to Elevate Learner Voice in CTE Worksheet** before documenting your reflections.

ASSESS ORGANIZATIONAL READINESS

What strengths within your state, district or institution support efforts to engage CTE learners around the improvement of policies and programs?

What gaps in your state, district or institution are most critical to address to build a strategy to elevate CTE learner voice?

**ACTIONS FOR ELEVATING CTE LEARNER VOICE****EXPLORE METHODS FOR LEARNER ENGAGEMENT**

Which methods (e.g., surveys, focus groups, PAR) is your state, district or institution currently using to engage learners? How effective are those methods for getting authentic input from CTE learners?

Which methods are the most interesting or hold the most promise for effectively engaging CTE learners?

What supports are in place to prepare learners when they are asked to provide input into CTE policies or programs?



ACTIONS FOR ELEVATING CTE LEARNER VOICE

HARNESS CTE-SPECIFIC ENGAGEMENT OPPORTUNITIES AND LEVERS

Which levers (e.g., program monitoring, state or local advisory boards, CLNA) currently require, incentivize or encourage authentic learner engagement?

Which levers would be the easiest to amend or adjust going forward to ensure that they require, incentivize or encourage authentic learner engagement?

Which levers are the most important to amend or adjust going forward to ensure that they require, incentivize or encourage authentic learner engagement?

**ACTIONS FOR ELEVATING CTE LEARNER VOICE****ENSURE EQUITABLE CTE LEARNER ENGAGEMENT**

Which groups of learners are most commonly engaged to provide input into CTE policies and programs?

Which groups of learners are least likely to be engaged to provide input into CTE policies and programs?

Which learners do you most need to engage to design and improve high-quality, equitable CTE programs and policies?

**ACTIONS FOR ELEVATING CTE LEARNER VOICE**

What are the most common barriers to engaging a wide and representative breadth of CTE learners when seeking input? How can these barriers be mitigated?

EXPAND CAPACITY FOR CTE LEARNER ENGAGEMENT

What can you do now to begin building more capacity within your state, district or institution to engage CTE learners in the improvement of policies and programs?

What funding sources are you currently leveraging to support CTE learner engagement? What additional funding streams could be leveraged going forward?