

FINAL COMPREHENSIVE LOCAL NEEDS ASSESSMENT QUESTIONS

Stakeholder Documentation

Local Recipient Leadership Team

1. Local Recipient Leadership Team Members

Stakeholder Engagement Committee

2. Postsecondary Perkins Grant Coordinator
3. Secondary Perkins Grant Coordinator
4. Teacher(s) – Secondary
5. Faculty – Postsecondary
6. Secondary Administration
7. Postsecondary Administration
8. Representative(s) of Special Populations
9. Career Guidance Counselor(s)
10. Academic Counselor(s)
11. Student(s)
12. Community
13. Business & Industry
14. Workforce Development
15. Parent(s)
16. Data Support, Admin Assistant, HR, Business Office, etc.
17. Other

Evaluation of Student Performance

Data Reporting System and Processes

1. What internal systems and processes are in place to ensure accurate and clear data reporting to EMIS and/or HEI (e.g. work base learning, special populations, technical skill, and post placement)?
2. How is the data reviewed and confirmed by all relevant parties?
3. Based on your analysis, what are the underlying root cause(s) that if addressed, would result in a positive impact on data integrity and reporting?
4. Is this a Priority Need?

Student Performance

5. For which, if any, of the federal accountability indicators is the district or institution's student performance below the current district/institution federal performance target?
6. For each federal performance indicator, identify any disparities in student performance amongst special populations and subgroups when compared to all other students performance?
7. For each federal performance indicator, identify which special population(s) or subgroup(s) are performing below the federal target?

8. In which pathways is the district/institution performance below the current district/institution federal performance target?
9. Based on your analysis, what are the underlying root cause(s) that if addressed, would result in a positive impact on student performance measured against federal performance targets?
10. Is this a Priority Need?

Size Scope and Quality

Secondary Specific Questions

Size and Scope

1. How many career-technical education pathways or programs are being offered in the Career Technical Planning District? (i.e., 12/8 or 10/8 rule)
2. Is the Career Technical Planning District offering the required number of pathways for the size of the Career Technical Planning District?
 - a. If not, how is the Career Technical Planning District going to meet the requirement?
3. What are the barriers to students enrolling into your programs? (Checkboxes: capacity limitations, scheduling, program wait lists, transportation/travel time, student surveys, application processes, student grades, student credit deficiencies, student residential mobility)
4. Which districts, or schools within a single district, have an underenrollment based on percentage enrollment in the Career-Technical Planning District versus the aggregate Career Technical Planning District student population?
5. Based on your analysis, what are the underlying root cause(s) that if addressed, would result in a positive impact on size and scope?
6. Is this a Priority Need?

Program Quality

7. What percent of the Career Technical Planning District pathways are rated noncompliant?
8. Which career-technical education pathways are rated noncompliant according to the Quality Program Review measures for the career-technical planning district?
9. In review of the Career Technical Planning District Quality Program Review work (including member schools, JVSDs, affiliated community/STEM schools), what are the most common measures of noncompliance (Technical Skill Attainment, Post-Program Placement, or Work-based Learning) for programs rated noncompliant?
10. What percentage of career-technical education students are engaged in work-based learning experiences?
11. If different career-technical education programs or pathways have different levels of work-based learning opportunity or outcomes, what are the reasons for such differences?
12. Based on your analysis, what are the underlying root cause(s) that if addressed, would result in a positive impact on program quality?
13. Is this a Priority Need?

Student Supports

14. What systems and processes are in place to provide all career-technical education students career advisement and development before and during a career-technical education pathway or program?
15. What systems and processes are in place to provide all career-technical education students with post program placement during and after a career-technical education pathway or program?
16. How does post program placement vary across career-technical education programs or pathways?
17. How does post program placement vary across identified subgroups and special populations?
18. Based on your analysis, what are the underlying root cause(s) that if addressed, would result in a positive impact on student supports?
19. Is this a Priority Need?

PostSecondary

20. What programs does the institution offer in occupational fields leading to immediate employment but not necessarily baccalaureate degrees?
21. What policies and practices does the institution incorporate in its structures to maintain accreditation and high-quality academic standards for programs and student support services the institution offers, as defined by its accreditor?
22. Based on your analysis, what are the underlying root cause(s) that if addressed, would result in a positive impact on postsecondary education?
23. Is this a Priority Need?

Labor Market Alignment

Alignment to Industry Sector and Occupational Demand

1. What are the highest projected growth industries in the region?
2. What are the emerging occupations in those highest projected growth industries?
3. How are the career-technical education programs offered aligned to engage students in high-skill, high-wage or in-demand industry sectors or occupations in your region?
4. How do career-technical education program enrollments align to projected job openings for each industry sector?
5. Based on your analysis, what are the underlying root cause(s) that if addressed, would result in a positive impact on any misalignment between career technical education offerings and growth industries and in-demand occupations?
6. Is this a Priority Need?

Coordination with Stakeholders

7. How are local stakeholders being consulted and engaged to ensure career-technical education programs are aligned to high-skill, high-wage or in-demand industry sectors or occupations in the region? (For example, pathway advisories, business advisory councils and program advisory boards.)

8. How often does the local recipient receive information from the Workforce Innovation and Opportunities Act Board about plans for the county and region to enhance workforce and economic development opportunities?
9. How often is information from the Workforce Innovation and Opportunities Act Board reviewed to help determine what technical programs to develop?
10. Based on your analysis, what are the underlying root cause(s) that if addressed, would result in a positive impact on coordination between career-technical education and key external stakeholders?
11. Is this a Priority Need?

Gaps in Career-Technical Education Offerings

12. In evaluation of students enrolled in career-technical education programs aligned with high wage, high-skill, or in demand occupations, what gaps exist?
13. What career-technical education programs have underrepresentation of subgroups and special populations?
14. What systems and processes are in place to ensure equitable opportunities for students of subgroups and special populations in programs and programs of study leading to high-skill, high-wage or in-demand industry sectors or occupations?
15. Based on your analysis, what are the underlying root cause(s) that if addressed, would result in a positive impact on any gaps in career-technical education offerings?
16. Is this a Priority Need?

Progress Toward Implementing CTE Programs of Study

Alignment of CTE across Secondary and Postsecondary

1. What processes are in place to communicate to students and parents the program of studies aligned across secondary and postsecondary education with multiple entry and exit points?
2. What processes are in place to communicate to students and parents what career-technical education programs have credit transfer agreements in place to help students earn and articulate college credit (CTAG, CCP, and Bilateral credit)?
3. How is academic content being integrated into career-technical programs of study?
4. What are the identified gaps in student retention, identified by course enrollment data?
5. Based on your analysis, what are the underlying root cause(s) that if addressed, would result in a positive impact on any misalignment between secondary and postsecondary career-technical education occupations?
6. Is this a Priority Need?

Credential Attainment

7. What percentage of students in career-technical education programs are earning recognized postsecondary credentials?
8. How does credential attainment vary across programs or pathways?
9. How did credential attainment vary across special populations and subgroups?
10. Based on your analysis, what are the underlying root cause(s) that if addressed, would result in a positive impact on credential attainment?

11. Is this a Priority Need?

Recruitment, Retention and Training of Career-Technical Education Educators

Recruitment of Career-Technical Education Educators

1. What processes are in place to recruit new educators for career-technical education programs?
2. What are the local recipients' succession plans in regard to retirement, growing student interests, and emerging occupations?
3. Based on your analysis, what are the underlying root cause(s) that if addressed, would result in a positive impact on any difficulty in recruiting career-technical education educators?
4. Is this a Priority Need?

Professional Development

5. What ongoing professional development does the local recipient offer on career-technical education academic and technical instruction?
6. What mentoring and onboarding processes are in place for new instructors?
7. What are barriers to continuing professional development of career-technical education educators?
8. Based on your analysis, what are the underlying root cause(s) that if addressed, would result in a positive impact on professional development of career-technical education educators?
9. Is this a Priority Need?

Educator Demographics

10. What is the demographic makeup of faculty and staff?
11. How does the demographic makeup of faculty and staff compare to your current student population?
12. What systems and process are in place to increase recruitment and retention of the underrepresented populations?
13. Based on your analysis, what are the underlying root cause(s) that if addressed, would result in a positive impact on any significant disparities in demographics between student populations, career-technical education faculty and staff?
14. Is this a Priority Need?

Equitable Access

Equitable Access

1. Which special populations and subgroups are disproportionately enrolled in career-technical education as compared to overall enrollment? Please describe any disproportional enrollment as it exists at the school/institution, pathway and program level.
2. What strategies exist to expose, recruit, and prepare all students for high-skill, high-wage, in-demand careers and career guidance throughout their education experience?

3. What barriers, such as prerequisites, admission requirements, transportation, child care or scheduling, prevent special populations and subgroups of students from accessing the programs?
4. What barriers prevent special populations and subgroups of learners from taking part in embedded activities, such as work-based learning, accelerated credit (including dual enrollment) and career-technical education student organizations?
5. Based on your analysis, what are the underlying root cause(s) that if addressed, would result in a positive impact on equitable access to career-technical education for student special populations and subgroups?
6. Is this a Priority Need?

Equitable Outcomes

7. What differentiated accommodations, modifications and supportive services are provided to ensure the success and equity for all students within all programs? What additional accommodations, modifications and supportive services strategies to overcome barriers in student performance are needed to ensure the success of special populations and subgroups?
8. How does the local recipient engage faculty and staff in professional development focusing on instruction, career development and other services to students in an equitable, unbiased manner?
9. Based on your analysis, what are the underlying root cause(s) that if addressed, would result in a positive impact on outcomes for special populations and subgroups?
10. Is this a Priority Need?