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**Office of Career-Technical Education**

January 2022

**Improving Equity and Access Section**

**Question Group Worksheets**

**Model Process:** FY2023-24 Comprehensive Local Needs Assessment

**FY2023-24 COMPREHENSIVE LOCAL NEEDS ASSESSMENT**

**MODEL PROCESS WORKSHEETS**

**FOR the**

**IMPROVING EQUITY AND ACCESS section**

1. **EQUITABLE ACCESS**
2. **EQUITABLE OUTCOMES**

**equitable access Question Group**

**Group Leader: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Alternate Leader: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Completion Deadline: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **FY2023-24 Comprehensive Local Needs Assessment Stakeholder List**  **Equitable Access QUESTION GROUP** | | | |
|  | **Intensity Level (Circle One): Low Med High** | | |
| Type | Name | Institution | Role |
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| **KEY TO STAKEHOLDER-TYPE COLUMN** | |
| 1. Postsecondary Perkins Grant Coordinator 2. Secondary Perkins Grant Coordinator 3. Teacher(s) – Secondary 4. Faculty – Postsecondary 5. Secondary Administration 6. Postsecondary Administration 7. Representatives of Special Populations (Homeless, Disabled, Foster Care, Military, English Learner) | 1. Career Counselor(s) 2. Academic Counselor(s) 3. Student(s) 4. Community 5. Business and Industry 6. Workforce Development 7. Parent(s) 8. Administrative/EMIS/Support 9. Other |

***Tip:*** *A Question Group Stakeholder Committee will have* ***at least*** *five members. More than one member of any stakeholder type is often appropriate – remember to include representatives of associate school districts and other community partners when possible.*

**Data/Information Considered/Shared with Stakeholder Group:**

* Priority Focus Feedback Report (if any)
* Mapped Answers from FY2021-22 Comprehensive Local Needs Assessment (below)
* Career-Technical Planning District Career and Postsecondary Readiness Report
* Career-Technical Planning District Current Year Participant Report
* Career-Technical Planning District Current Year Concentrator Report
* Career-Technical Planning District Headcount of Students Participating in Career-Technical Courses Report

**Stakeholder Engagement Strategy**

|  |  |  |  |
| --- | --- | --- | --- |
| **Level** | **√** | **Step** | **Target Completion Date** |
| **Action Type: Sharing data/information with stakeholders** | | | |
| H |  | Staff downloads, prints and masks data and sends it to stakeholders for their review before meeting |  |
| H – M |  | Staff prepares report(s)/summaries and sends it/them to stakeholders before meeting |  |
| M – L |  | Staff prepares answers to questions and sends to stakeholders |  |
| M |  | Staff prepares survey to send to stakeholders |  |
| L |  | Staff prepares answers to questions and staff drafts Root Cause Analysis (at least three staff members involved) |  |
| **Action Type: Stakeholder Engagement** | | | |
| H – M |  | Stakeholders attend in-person meeting(s) to discuss data/reports and provide input for draft answers and Root Cause Analysis |  |
| H – M |  | Stakeholders engage in virtual meeting(s) to discuss data/reports and staff-prepared draft answers |  |
| M – L |  | Stakeholders receive staff-prepared work products and respond via email to reports, surveys and staff-prepared draft answers and/or Root Cause Analysis (minimum five working day turnaround) |  |
| **Action Type: Compilation of Input** | | | |
| H |  | Answers to questions and Root Cause Analysis completed in real time, during meeting with stakeholders |  |
| H - M |  | Staff takes notes at meetings and staff (or team) develops answers and Root Cause Analysis after meeting |  |
| M – L |  | Staff reviews surveys, emails and other input, and drafts answers and/or Root Cause Analysis |  |
| **Action Type: Coming to Closure** | | | |
| H – M |  | In-person or virtual meeting(s) held to discuss/finalize staff-prepared answers and Root Cause Analysis |  |
| M – L |  | Stakeholder Group provides “final” comment on staff drafts by email |  |
| L |  | Root Cause Analysis prepared by at least three staff together |  |
| **Action Type: Community Accountability** | | | |
| H |  | Briefing on final Comprehensive Local Needs Assessment provided in-person or virtually with all stakeholders given an opportunity to attend |  |
| H – M |  | Staff prepares and distributes summary of all stakeholder comments |  |
| H–M-L |  | Copy of final Comprehensive Local Needs Assessment emailed to all Stakeholders |  |

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.**

**Map from Tab E – Improving Access and Equity, Question 1**

***Data relevant to the answer is found in the Career-Technical Planning District Current Year Participant, Career-Technical Planning District Current Year Concentrator and Career-Technical Planning District Headcount of Students Participating in Career-Technical Courses reports***

1. **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?**

**Map from Tab E – Improving Access and Equity, Question 2**

***Data relevant to the answer is found in the Career-Technical Planning District Current Year Participant, Career-Technical Planning District Current Year Concentrator and Career-Technical Planning District Headcount of Students Participating in Career-Technical Courses reports***

1. **What barriers, such as prerequisites, admission requirements, transportation, childcare or scheduling prevent special populations and subgroups of students from accessing the programs?**

**Map from Tab E – Improving Access and Equity, Question 3 (partial)**

***Data relevant to the answer is found in the Career-Technical Planning District Current Year Participant, Career-Technical Planning District Current Year Concentrator and Career-Technical Planning District Headcount of Students Participating in Career-Technical Courses reports***

1. **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?**

**Map from Tab E – Improving Access and Equity, Question 3 (partial)**

***Data relevant to the answer is found in the Career-Technical Planning District Career and Postsecondary Readiness Report***

1. **Based on your analysis, what are the underlying root cause(s) that if addressed, would result in a positive impact on improving equitable access to career-technical education for special populations and subgroups?**

**Insert Root Cause Analysis**

**To what extent will the successful resolution of these issues, and/or building on these opportunities, contribute to the further strengthening of career technical education in our career technical planning district?**

Circle One

1 2 3 4 5 6 7 8 9 10 Uncertain

Low Medium High

**equitable outcomes Question Group**

**Group Leader: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Alternate Leader: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Completion Deadline: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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* Career-Technical Planning District 4-Year Longitudinal Graduation Rate Report
* Career-Technical Planning District 5-Year Longitudinal Graduation Rate Report
* Career-Technical Planning District Proficiency Test Results Report
* Career-Technical Planning District Local Report Card Report
* Career-Technical Planning District Postplacement Outcomes Report

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1. **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?**

**Map from Tab E – Improving Access and Equity, Question 4**

***Data relevant to the answer is found in the Career-Technical Planning District Current Year Participant, Career-Technical Planning District Current Year Concentrator and Career-Technical Planning District Headcount of Students Participating in Career-Technical Courses reports***

1. **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?**

**Map from Tab E – Improving Access and Equity, Question 5**

***Data relevant to the answer is found in the Career-Technical Planning District Current Year Participant, Career-Technical Planning District Current Year Concentrator, Career-Technical Planning District 4-Year Longitudinal Graduation Rate, Career-Technical Planning District 5-Year Longitudinal Graduation Rate, Career-Technical Planning District Postsecondary Readiness, Career-Technical Planning District Proficiency Test Results, Career-Technical Planning District Local Report Card, Career-Technical Planning District Postplacement Outcomes and Career-Technical Planning District Headcount of Students Participating in Career-Technical Courses reports***

1. **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?**

**Insert Root Cause Analysis**

**To what extent will the successful resolution of these issues and/or building on these opportunities contribute to the further strengthening of career technical education in our career technical planning district?**

Circle One

1 2 3 4 5 6 7 8 9 10 Uncertain

Low Medium High