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**Progress Toward Implementing Career-Technical Education Programs of Study Section**

**Question Group Worksheets**

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

Office of Career-Technical Education

January 2022

**FY2023-24 COMPREHENSIVE LOCAL NEEDS ASSESSMENT**

**MODEL PROCESS WORKSHEETS**

**FOR the**

**PROGRESS TOWARD IMPLEMENTING CTE PROGRAMS OF STUDY section**

1. **Alignment OF CTE ACROSS SECONDARY AND POSTSECONDARY QUESTION Group worksheet**
2. **CREDENTIAL ATTAINMENT Question Group worksheet**

**Alignment OF CTE ACROSS SECONDARY AND POSTSECONDARY QUESTION Group**

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

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

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

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| **FY2023-24 Comprehensive Local Needs Assessment Stakeholder List**  **Alignment OF CTE ACROSS SECONDARY AND POSTSECONDARY 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 Proficiency Level Test Result Report
* Career-Technical Planning District Current Year Concentrators Report
* Career-Technical Planning District Headcount of Students Participating in Career-Technical Courses Report

**Stakeholder Engagement Strategy**

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| **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. **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?**

**New, but also Map from Tab C – Progress Toward Implementing High Quality Programs of Study, Question 1 (partial)**

1. **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)?**

**New**

1. **How is academic content being integrated into career-technical programs of study?**

**Map from Tab C – Progress Toward Implementing High Quality Programs of Study, Question 2**

***Data relevant to the answer is found in the Career-Technical Planning District Proficiency Level Test Results Report***

1. **What are the identified gaps in student retention, identified by course enrollment data?**

**Map from Tab C – Progress Toward Implementing High Quality Programs of Study, Question 4**

***Data relevant to this answer is found in Career-Technical Planning District Current Year Concentrator and Career-Technical Planning District Headcount of Career-Technical Education Participants and Career-Technical Planning District Proficiency Level Test Results Reports***

1. **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?**

**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

**CREDENTIAL ATTAINMENT Question Group**

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

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

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

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| **FY2023-24 Comprehensive Local Needs Assessment Stakeholder List**  **CREDENTIAL ATTAINMENT QUESTION GROUP** | | | |
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1. **What percentage of students in career-technical education programs are earning recognized postsecondary credentials?**

**Map from Tab C – Progress Toward Implementing High Quality Programs of Study, Question 5**

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

1. **How does credential attainment vary across programs or pathways?**

**Map from Tab C – Progress Toward Implementing High Quality Programs of Study, Question 6**

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

1. **How does credential attainment vary across special populations and subgroups?**

**Map from Tab C – Progress Toward Implementing High Quality Programs of Study, Question 5**

***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 credential attainment?**

**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