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**Size, Scope and Quality 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**

**SIZE, SCOPE AND QUALITY section**

1. **SIZE AND SCOPE Group worksheets**
2. **PROGRAM QUALITY Question Group worksheets**
3. **STUDENT SUPPORTS QUESTION GROUP WORKSHEETS**

**SIZE AND SCOPE Question Group**

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

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

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

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| **FY2023-24 Comprehensive Local Needs Assessment Stakeholder List**  **SIZE AND SCOPE 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 Current Year Concentrator Report
* Career-Technical Planning District Current Year Participants Report
* Career-Technical Planning District Headcount of Students Participating in Career-Technical Courses Report
* Career-Technical Planning District Quality Program Review
* Career-Technical Planning District Equity Lab PDF 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. **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)**

**Map from Tab B-1 – Size Scope and Quality, Question 1 (partial)**

***FY2021 Information provided in Priority-Focus Feedback Report***

1. **Is the Career Technical Planning District offering the required number of pathways for the size of the Career Technical Planning District? If not, how is the Career Technical Planning District going to meet the requirement?**

**Map from Tab B-1 – Size Scope and Quality, Question 1 (partial)**

***FY2021 Information provided in Priority-Focus Feedback Report***

1. **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)**

**Map from Tab B-1 – Size Scope and Quality, Question 2**

1. **Which districts, or schools within a single district, have an under-enrollment based on percentage enrollment in the Career-Technical Planning District versus the aggregate Career Technical Planning District student population?**

**New**

1. **Based on your analysis, what are the underlying root cause(s) that if addressed, would result in a positive impact on program quality?**

**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

**Program Quality Question Group**

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

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

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

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| **FY2023-24 Comprehensive Local Needs Assessment Stakeholder List**  **PROGRAM QUALITY 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)
* Appropriate data downloads from Perkins Local Needs Assessment system and/or Equity Lab PDF Report for each question

**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 |  |
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| 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 percent of the CTPD pathways are rated noncompliant?** 
   1. Career-Technical Planning District Quality Program Review Report
   2. Equity Lab PDF Report

**Noncompliance is not measured for FY2021, and program quality standards are in a “Hold Harmless” status under the program quality review process. To note Percent Noncompliant, please use data from FY2020, as found in the CTE-26 Application>Compliance>Report Card table**

1. **Which career-technical education pathways are rated noncompliant according to the Quality Program Review measures for the career-technical planning district?**
   1. Career-Technical Education Comprehensive Local Needs Assessment Quality Program Review Report

**Map from Tab B-1 – Size Scope and Quality, Question 3 (partial)**

**Noncompliance is not measured for FY2021, and program quality standards are in a “Hold Harmless” status under the program quality review process. Please refer to FY2020 CTE-26 Application Compliance>Report Card table to identify FY20 noncompliant pathways. Please also review the Career-Technical Planning District Quality Program Review Report for FY2021 to identify Technical Skill Attainment rates significantly below 68% and Work-Based Learning pathways significantly below the district-wide federal performance level of 14% for FY2022 and ascertain which pathways may need additional attention to achieve or maintain compliance in future years, listing those here.**

1. **In review of the CTPD 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? (New)**
   1. Career-Technical Planning District Quality Program Review Report
   2. Career-Technical Planning District Post Program Outcomes Report
   3. Equity Lab PDF Report

**Map from Tab B-1 – Size, Scope and Quality, Question 3 (partial). Please note: Noncompliance was not assessed for FY2021, and the Quality Program Review is in a “Hold Harmless” period. Please self-assess programs against program quality standards for future years.**

**Note: this question answer is incorrectly coded in the Perkins Local Needs Assessment application s as a “Yes/No” answer. Please check “Yes” if the analysis in Question 2 was performed.**

1. **What percentage of career-technical education students are engaged in work-based learning experiences?**
   1. Career-Technical Planning District Quality Program Review Report
   2. Career-Technical Planning District Career and Postsecondary Readiness Report
   3. Equity Lab PDF Report

**Map from Tab B-1 – Size Scope and Quality, Question 4**

***Relevant data is found in the Career-Technical Planning District Program Quality Report, Work-Based Learning table***

1. **If different CTE programs or pathways have different levels of work-based learning opportunity or outcomes, what are the reasons for such differences?**
   1. CTPD Quality Program Review Report
   2. Career and Postsecondary Readiness Report
   3. Equity Lab PDF Report

**Map from Tab B-1 – Size Scope and Quality, Question 4 (partial)**

***Relevant data is found in the Career-Technical Planning District Program Quality Report, Work-Based Learning table***

1. **Based on your analysis, what are the underlying root cause(s) that if addressed, would result in a positive impact on program quality?**

**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

**STUDENT SUPPORTS Question Group**

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

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

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

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| **FY2023-24 Comprehensive Local Needs Assessment Stakeholder List**  **STUDENT SUPPORTS QUESTION GROUP** | | | |
|  | **Intensity Level (Circle One): Low Med High** | | |
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| H–M-L |  | Copy of final Comprehensive Local Needs Assessment emailed to all Stakeholders |  |

1. **Indicate systems and processes that are in place to provide all career-technical education students career advisement and development before and during a career-technical education pathway or program?**

**Map from Tab B-1 – Size Scope and Quality, Question 5**

1. **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?**

**New**

1. **How does post program placement vary across career-technical education programs or pathways?**

**New**

***Relevant data is found in the Career-Technical Planning District Post Program Outcomes Report***

1. **How does post program placement vary across identified subgroups and special populations?**

**New**

***Relevant data is found in the Career-Technical Planning District Post Program Outcomes Report***

1. **Based on your analysis, what are the underlying root cause(s) that if addressed, would result in a positive impact on student supports?**

**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