Montana’s Regional Comprehensive Local Needs Assessment Worksheets



## For the submission of the Perkins Local Application

**Fall 2025**

# The Following Worksheets are to be Completed Prior to the Regional Meetings

**Element 1 Worksheet: Student performance**

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| How are students in my CTE programs performing on federal accountability indicators in comparison to non-CTE students? | | |
| **Current State** | **Desired State** | **Evidence** |
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| How are students from special populations, different genders, races and ethnicities performing? | | |
| **Current State** | **Desired State** | **Evidence** |
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| What are the potential root causes in differences in my CTE programs? | | |
| **Current State** | **Desired State** | **Evidence** |
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**Element 2 Worksheet: Program Size, Scope, and Quality**

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| Is enrollment sufficient to support our CTE programs? If not, how can we recruit more students? | | |
| **Current State** | **Desired State** | **Evidence** |
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| Are you able to offer enough courses and sections within programs? Are there any courses that students have difficulty enrolling in because they are regularly full? How can this be addressed? | | |
| **Current State** | **Desired State** | **Evidence** |
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| Do you provide organized career exploration and guidance activities to all students? | | |
| **Current State** | **Desired State** | **Evidence** |
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**Element 3 Worksheet: Progress Towards Implementation of CTE Programs of Study**

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| How do programs maintain collaboration with secondary, postsecondary, and business/industry representatives to ensure currently in-demand skills sets are being developed in each program? | | |
| **Current State** | **Desired State** | **Evidence** |
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| Which programs have current industry equipment, appropriate space, and quality instructional materials? Which need improvement? | | |
| **Current State** | **Desired State** | **Evidence** |
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| Which programs of study incorporate relevant academic, technical, postsecondary, and workforce readiness skills at every learner level? | | |
| **Current State** | **Desired State** | **Evidence** |
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## Element 4 Worksheet: Improving Recruitment, Retention, and Training of CTE Professionals, Including Underrepresented Groups

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| What processes are in place to recruit new CTE educators? For example, what is the process to develop or recruit CTE instructors from existing staff or students? | | |
| **Current State** | **Desired State** | **Evidence** |
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| What strategies from the Montana CTE Strategic Plan are you using to retain CTE educators? | | |
| **Current State** | **Desired State** | **Evidence** |
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| What strategies are in place to utilize instructors/educators across the region? For example, to what extent do districts share instructors to create full-time positions, where applicable? | | |
| **Current State** | **Desired State** | **Evidence** |
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**Element 5 Worksheet: Progress Toward Improving Student Access to Quality CTE Programs**

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| Which students identified as special population groups are under-represented or over-represented in CTE programs overall? In which program areas? | | |
| **Current State** | **Desired State** | **Evidence** |
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| Are there new programs that need to be developed to ensure access in our region? | | |
| **Current State** | **Desired State** | **Evidence** |
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| What barriers currently exist that prevent each special population group from participating in our programs? | | |
| **Current State** | **Desired State** | **Evidence** |
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**Element 6 Worksheet: Alignment of Programs to Labor Market Needs**

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| To what extent are we offering programs of study that prepare learners for current and future workforce and economic needs? | | |
| **Current State** | **Desired State** | **Evidence** |
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| Evaluate the processes in place for reviewing workforce and economic data to determine effectiveness and impact of program offerings on a regular basis. | | |
| **Current State** | **Desired State** | **Evidence** |
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| Do our programs lead to credentials of value in in-demand industries? How do you know? | | |
| **Current State** | **Desired State** | **Evidence** |
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| Do our programs feature up-to-date, industry-standard equipment, facilities, curriculum, methods of instruction, and work-based learning opportunities? What more do we need? | | |
| **Current State** | **Desired State** | **Evidence** |
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### Local Needs Assessment Required Stakeholder Verification

This form must be completed to verify the engagement of each of the required stakeholders. Please indicate the stakeholder engaged, the organization or company represented, and how the stakeholder was engaged in the Evidence of Engagement column. Evidence could be completing a survey, attending a meeting, focus group, etc.

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| **Required Stakeholder** | **Name of Stakeholder** | **Organization/Company** | **Evidence of Engagement** |
| 1. Representatives of career and technical education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals |  |  |  |
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| 2. Representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators; |  |  |  |
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| 3. Representatives of the State board or local workforce development boards and a range of local or regional businesses or industries; |  |  |  |
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| 4. Parents and students |  |  |  |
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| **Required Stakeholder** | **Name of Stakeholder** | **Organization/Company** | **Evidence of Engagement** |
| 5. Representatives of special populations including individuals with disabilities; individuals from economically disadvantaged families, including low- income youth and adults; individuals preparing for non- traditional fields; single parents, including single pregnant women; out- of-workforce individuals; English learners; homeless individuals: youth who are in, or have aged out of, the foster care system; youth with a parent who is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and is on active duty (as such term is defined in section 101(d)(1) of such title. |  |  |  |
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| 6. Representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at- risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965) |  |  |  |
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| 7. Representatives of Indian Tribes and Tribal organizations in the State, where applicable |  |  |  |
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| 8. Any other stakeholders that the eligible agency may require the eligible recipient to consult |  |  |  |
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### 10

**STOP!**

# The Following Worksheets are to be Completed After the Regional Meetings

### 11

**Element 1 Worksheet: Student performance**

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| **Identified Needs** | **Data Used**  to identify the need | **Stakeholders**  who were/will be consulted | **Potential Root Causes** |
| Evaluation of the performance of students served with respect to levels of performance, including an evaluation for special populations and subgroups. | | | |
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**Element 2 Worksheet: Program Size, Scope, and Quality**

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| **Identified Needs** | **Data Used**  to identify the need | **Stakeholders**  who were/will be consulted | **Potential Root Causes** |
| How are the CTE programs offered are sufficient in size, scope, and quality to meet the needs of all students served? | | | |
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### 13

**Element 3 Worksheet: Progress Towards Implementation of CTE Programs of Study**

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| **Identified Needs** | **Data Used**  to identify the need | **Stakeholders**  who were/will be consulted | **Potential Root Causes** |
| Evaluate the progress toward the implementation of CTE programs and programs of study. | | | |
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## Element 4 Worksheet: Improving Recruitment, Retention, and Training of CTE Professionals, Including Underrepresented Groups

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| **Identified Needs** | **Data Used**  to identify the need | **Stakeholders**  who were/will be consulted | **Potential Root Causes** |
| Assess the educator workforce in your programs including teachers, faculty, staff, advising, and career guidance individuals. | | | |
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**Element 5 Worksheet: Progress Toward Improving Student Access to Quality CTE Programs**

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| **Identified Needs** | **Data Used**  to identify the need | **Stakeholders**  who were/will be consulted | **Potential Root Causes** |
| Evaluate your progress in providing access to CTE programs that maximize success for special populations. | | | |
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**Element 6 Worksheet: Alignment of Programs to Labor Market Needs**

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| **Identified Needs** | **Data Used**  to identify the need | **Stakeholders**  who were/will be consulted | **Potential Root Causes** |
| How are your CTE programs aligned to State, regional, Tribal, and/or local in-demand industry sectors as identified to meet economic needs. | | | |
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