Montana's Regional Comprehensive Local Needs Assessment Worksheets
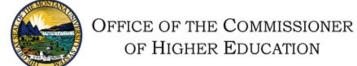
For the submission of the Perkins Local Application
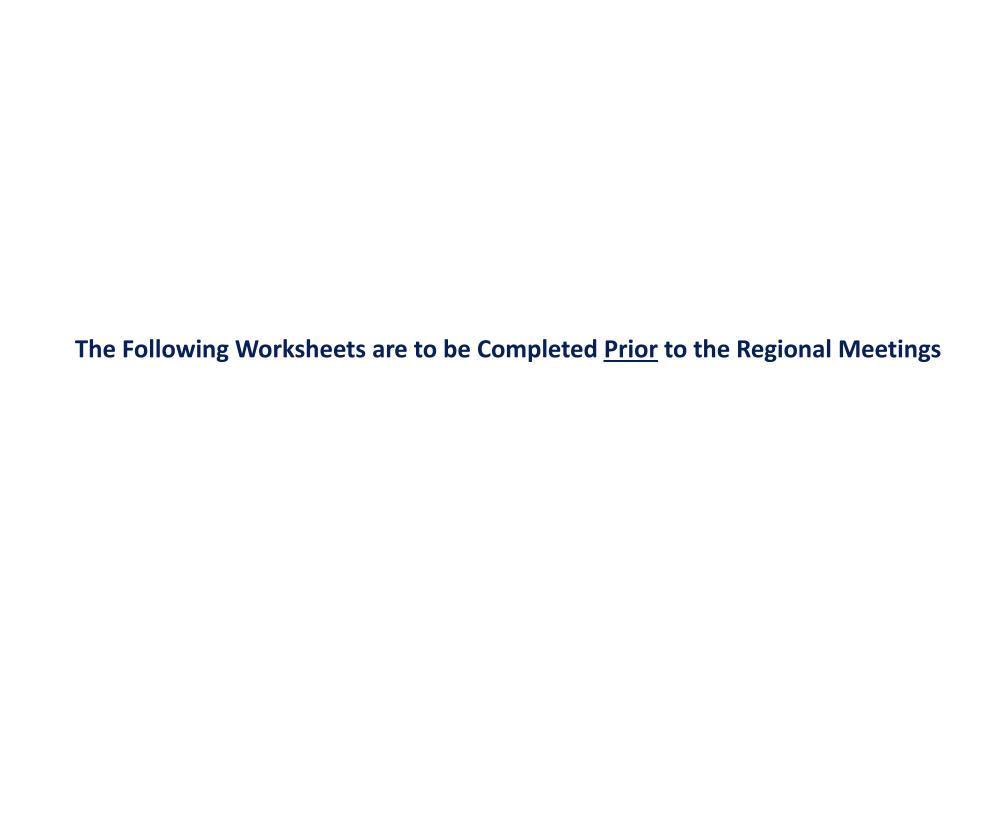
Fall 2025

Learning that works for Montana
CTE

OFFICE OF THE COMMISSIONER OF HIGHER EDUCATION

MONTANA UNIVERSITY SYSTEM

MONTANA OFFICE OF PUBLIC INSTRUCTION

The Following Worksheets are to be Completed <u>Prior</u> to the Regional Meetings

Element 1 Worksheet: Student performance

How are students in my CTE programs performing on federal accountability indicators in comparison to non-CTE students?

Current State	Desired State	Evidence

How are students from special populations, different genders, races and ethnicities performing?

Current State	Desired State	Evidence

What are the potential root causes in differences in my CTE programs?

Current State	Desired State	Evidence

Element 2 Worksheet: Program Size, Scope, and Quality

Is enrollment sufficient to support our CTE programs? If not, how can we recruit more students?		
Current State	**Desired State**	**Evidence**

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**

Do you provide organized career exploration and guidance activities to all students?		
Current State	**Desired State**	**Evidence**

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

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

Which programs have current industry equipment, appropriate space, and quality instructional materials? Which need improvement?

Current State	Desired State	Evidence

Which programs of study incorporate relevant academic, technical, postsecondary, and workforce readiness skills at every learner level?

Current State	Desired State	Evidence

Element 4 Worksheet: Improving Recruitment, Retention, and Training of CTE Professionals, Including Underrepresented Groups

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

What strategies from the Montana CTE Strategic Plan are you using to retain CTE educators?

Current State	Desired State	Evidence

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

Element 5 Worksheet: Progress Toward Improving Student Access to Quality CTE Programs

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

Are there new programs that need to be developed to ensure access in our region?

Current State	Desired State	Evidence

What barriers currently exist that prevent each special population group from participating in our programs?

Current State	Desired State	Evidence

Element 6 Worksheet: Alignment of Programs to Labor Market Needs

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

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

Do our programs lead to credentials of value in in-demand industries? How do you know?

Current State	Desired State	Evidence

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

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.

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			
2. Representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators;			
3. Representatives of the State board or local workforce development boards and a range of local or regional businesses or industries;			
4. Parents and students			

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.			
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)			
7. Representatives of Indian Tribes and Tribal organizations in the State, where applicable			
8. Any other stakeholders that the eligible agency may require the eligible recipient to consult			

STOP!

The Following Worksheets are to be Completed <u>After</u> the Regional Meetings

Element 1 Worksheet: Student performance

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.			

Element 2 Worksheet: Program Size, Scope, and Quality

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?			

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

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.			

Element 4 Worksheet: Improving Recruitment, Retention, and Training of CTE Professionals, Including Underrepresented Groups

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.			

Element 5 Worksheet: Progress Toward Improving Student Access to Quality CTE Programs

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.			

Element 6 Worksheet: Alignment of Programs to Labor Market Needs

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.			