Appendix C: Key Questions to Ask during CLNA development Process

Direction: Use these sample questions during the review of each required CLNA category. You may add additional questions, as necessary.

CLNA Required Category	Keys Questions to Ask	Example of Materials to Review
1. Students Performance	1. How are students in CTE programs performing on federal accountability indicators in comparison to non- CTE students? 2. How are students from special populations performing in CTE programs in comparison to students without identified special needs? 3. How are students from different genders, races and ethnicities performing in CTE programs? 4. Which groups of students are struggling the most in CTE programs? 5. Where do the biggest gaps in performance exist between subgroups of students? 6. Which CTE programs overall have the highest outcomes, and which have the lowest? 7. Are there certain CTE programs where special populations are performing above average? Below average? 8. What are the potential root causes of inequities in CTE programs?	Perkins performance data for the past several years, aggregated and disaggregated by CTE program and subpopulation groups • **Link to Perkins MIS Data**
2. Program Quality (Size, Scope & Quality)	1. Is the college offering programs in which students are choosing to enroll? 2. Is the college offering programs with too low an enrollment to justify the costs in offering those programs? 3. Is the college offering a sufficient number of courses, and course sections, within programs? 4. Are there students who want to enroll in CTE programs who are unable to do so?	

CLNA Required Category	Keys Questions to Ask	Example of Materials to Review
	5. Can students complete a program of study at their local institution and others in the service area? 6. Do some of programs offer more opportunities for skill development than others, both in the classroom/laboratory and through extended learning experiences? 7. How do CTE programs compare to a set of quality standards developed by my state or by a relevant third party? 8. How do specific program areas compare in quality? 9. How do specific components of CTE programs, such as work-based learning or instruction, compare in quality?	
3. Labor market Needs	1. Are CTE program offerings broad enough to expose students to all the in-demand industry sectors or occupations in my region? 2. What industries are projected to grow the most in my local area? What occupations? 3. How do CTE program enrollments match projected job openings? Where are the biggest gaps? 4. What are the emerging occupations in the area to which students should be exposed? 5. What skill needs have industry partners identified as lacking in my programs? 6. Which graduates of CTE programs are thriving in the labor market, and why? 7. What opportunities exist in local labor market for students with disabilities, English learners or other special populations?	• Results of any available gap analysis on educational outcomes and employment needs (from the state or separately commissioned) • State- and local-defined lists of in-demand industry sectors and/or occupations State and local LMI • Real-time job postings data from online search engines, possibly with analytics support from a data firm • Input from business and industry representatives, with particular reference to opportunities for special populations • Alumni employment and earnings outcomes from a state workforce agency or state longitudinal data system, or findings from a follow-up survey of alumni

CLNA Required Category	Keys Questions to Ask	Example of Materials to Review
4. *Progress Toward Implementing Programs of Study*	1. How fully are CTE programs aligned and articulated across secondary and postsecondary education? 2. Do CTE programs incorporate relevant academic, technical and employability skills at every learner level? 3. Do I have credit transfer agreements in place to help students earn and articulate credit? 4. Are students being retained in the same program of study? 5. Do students in the programs of study have multiple entry and exit points? 6. Are students in CTE programs earning recognized postsecondary credentials? Which ones? 7. Are secondary students in CTE programs earning dual/concurrent enrollment credit?	•Documentation of course sequences and aligned curriculum •Curriculum standards for academic, technical and employability skills •Credit transfer agreements •Data on student retention and transition to postsecondary education within the program of study •Descriptions of dual/concurrent enrollment programs, and data on student participation •Data on student attainment of credentials and articulated credit
5. *Recruitment, Retention and Training of CTE Educators*	1. How diverse is staff? Does it reflect the demographic makeup of the student body? 2. What processes are in place to recruit and induct new teachers and staff? Are these processes efficient and effective, especially for teachers coming from industry? 3. Are all the educators teaching CTE programs adequately credentialed? 4. Do college offer regular, substantive professional development opportunities? 5. What professional development offerings are most highly rated by participating staff? 6. What do educators report as needs and preferences for professional development, benefits and supports? 7. In what subject areas do I need to develop or recruit more educators?	•State and/or local policies on educator certification and licensing •Data on faculty, staff, administrator and counselor preparation; credentials; salaries and benefits; and demographics •Description of recruitment and retention processes •Descriptions of professional development, mentoring and externship opportunities •Data on educator participation in professional development, mentoring and externship •Findings from teacher evaluations •Findings from surveys/focus groups of educators' needs and preferences •Data on educator and staff retention •Information about teacher shortage areas and projections of future staffing needs

CLNA Required Category	Keys Questions to Ask	Example of Materials to Review
6. Progress Toward Improving Equity and Access	1. Which population groups are underrepresented in your CTE programs overall, and in particular program areas? Overrepresented? 2. Are there additional enrollment discrepancies related to high-wage, high-skill occupations? 3. What barriers currently exist that prevent special population groups from accessing your programs? 4. How are special population groups performing in your programs? 5. What accommodations, modifications and supportive services do you currently provide to ensure the success of special population groups? Which ones are most effective? Which ones are underutilized? 6. What additional accommodations, modifications and supportive services would help ensure access and equity for all students within your programs?	•Promotional materials •Recruitment activities for special populations •Career guidance activities for special populations •Processes for providing accommodations, modifications and supportive services for special populations •Information on accelerated credit and credentials available for special populations •Procedures for work-based learning for special populations •Data on participation and performance for students from special populations •Findings from the root causes and strategies analysis from the Student Performance component •Findings from surveys/focus groups with students, parents (if applicable) and community organizations that represent special populations

Appendix C-1: Key Questions to Ask about Program Quality

Direction: Use these sample questions during the review of each required CLNA category. You may add additional questions, as necessary.

Category	Description	Example of Materials to Review
SIZE	**Size:** typically address such factors as the minimum number of programs offered by each eligible recipient, or available to each student; the minimum number of courses offered within each program or pathway; or minimum class size. Some states have defined size through a calculation that compares CTE programs offered to total student population, and/or to overall CTE participation. Definitions may differ on the secondary and postsecondary levels.	•Total number of program areas, and number of courses within each program area •Total number of students who could be served by the eligible recipient, aggregate and disaggregated •CTE participant and concentrator enrollments for the past several years, aggregate and disaggregated •CTE course enrollments for the past several years •Number of students applying to your programs, if applicable •Number of students on waiting lists, if applicable •Survey results assessing student interest in particular CTE programs
SCOPE	**Scope:** Definitions of scope typically refer to program sequencing, from introductory to more advanced curriculum; linkages between secondary and postsecondary education; and the program's ability to address the full breadth of the subject matter.	•Documentation of course sequences and aligned curriculum •Credit transfer agreements •Data on student retention and transition to postsecondary education within the program of study •Descriptions of dual/concurrent enrollment programs, and data on student participation •Data on student attainment of credentials and articulated credit •Curriculum standards that show depth and breadth of programs

Category	Description	Example of Materials to Review
		•Opportunities for extended learning within and across programs of study
QUALITY	**Quality**: These definitions may address generally whether programs have the ability to impart to students the skills and knowledge necessary for success; or may include specific criteria such as implementation of a continuous improvement plan, presence of an advisory committee or evidence of teacher/faculty qualifications.	A wide variety of materials can inform this evaluation. In addition to the materials listed throughout this document, it would be appropriate to consult curriculum standards and frameworks, lesson plans, assessments, partnership communications and engagement activities, safety requirements, work-based learning procedures, CTSO activities and alignment, data collection mechanisms and program improvement processes.