

Guiding Questions

The following guiding questions can inform discussions about CTE dual enrollment offerings and how well they align with local labor market conditions.

1. How important is it to your organization and community stakeholders for participation in CTE dual enrollment programs to align with local or state workforce needs?
 - a. Are there other reasons you might want students to pursue certain program areas? For example, do you want to support exploration? Are there hands-on courses that may not lead to strong local job prospects but could keep students engaged in school and help them graduate?
2. How closely do participation rankings for your CTE dual enrollment programs align with rankings on the different job metrics? Explore this using each job-metric tab: Workforce Composite Index, Projected Job Growth, Projected Total Job Openings, Median Earnings, Entry-Level Earnings, and Average NC Star Jobs Rating.
 - a. Are there program areas with high participation rankings but much lower rankings on your region's job metrics?
 - b. Are any program areas ranked highly on job metrics in which few or no students participate?
3. Why are certain CTE dual enrollment program areas being offered? Discuss factors such as:
 - a. Local capacity/equipment needed for the courses
 - b. Student interest
 - c. Local employer demand
 - d. Program longevity (how long the program has been offered)
 - e. Other reasons
4. Why are certain CTE dual enrollment program areas, particularly those with high job metric rankings, *not* being offered? Discuss factors such as:
 - a. Lack of local capacity or equipment
 - b. Lack of student interest (or lack of information about student interest)
 - c. Cost of starting a new program
 - d. Lack of awareness or consideration of these options
 - e. Other reasons

5. What do you know about the students participating in the program areas ranked highest on job metrics? Does participation vary by student background or other characteristics?
6. Are there program areas that rank highly on job metrics for which offering dual enrollment courses may not make sense? Why? (For example, these jobs may not generally require postsecondary education.)
7. What do you tell students about job prospects associated with the CTE dual enrollment programs of study they are pursuing?
 - a. What do you share with students about local labor markets?
 - b. If you offer programs for reasons other than labor market demand, how transparent are you with students and parents about those reasons?
8. Based on your review of the dashboard, is there a program area your team might want to expand or reduce, or a new program area it might want to add? What additional information would help inform that decision, and who else would need to be part of the conversation?

Where do I go for more information? If you want to understand more about the methods, please check out the technical documentation. If you want to talk with someone about this work or have any feedback about how you are using it, please reach out to Brian Phillips at RAND, Brian_Phillips@rand.org or Julie Edmunds at the Early College Research Center at UNCG, jadmund@uncg.edu.

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