

COMBINED COMPREHENSIVE NEEDS ASSESSMENT

FOUNDATIONS OF A RIGOROUS NEEDS ASSESSMENT PROCESS

1. IDENTIFY LEADERSHIP TEAM AND STAKEHOLDERS
 - a. Identify and list members of the Core Leadership Team that have been organized to guide the needs assessment and local application process.
 - b. Identify and list Stakeholders representative of the required groups.
 - c. Identify and list any gaps in Stakeholder representation.

2. MAKE A PLAN FOR SEEKING INPUT AND FEEDBACK
 - a. Describe your plan to obtain input from your Core Leadership Team and Required Stakeholders.
 - b. Outline your timeline and for obtaining input and follow-up feedback.
 - c. Describe your plan for continual feedback.

3. GATHER AND DEVELOP MATERIALS
 - a. Identify specific areas of data required for the needs assessment.
 - b. Identify already-available sources of regional, state, and local information/data from both internal and external sources.

4. DETERMINE LOCAL GOALS
 - a. With the Core Leadership Team, analyze the data gathered to understand current student performance and identify any gaps.
 - b. Use this analysis to determine goals and priorities with Required Stakeholder consultation.
 - c. List the local goals for your CTE programs.
 - d. Place list of goals for CTE programs in order of priority.

OPERATIONALIZING THE PROCESS: TRANSLATING THE LAW INTO MEANINGFUL ASSESSMENT

5. **STUDENT PERFORMANCE** (Sec. 134 (c)(2)(A)-*Student performance on federal accountability measures in the aggregate and disaggregated for subpopulations.*
- Analyze the data gathered in Section 3 at the aggregate level for all students and disaggregated for subpopulations.
 - Using this data complete the tables below related to each of the Core Indicators for All Students in Table 5.1, by Gender in Table 5.2, by Race in Table 5.3, and by Special Population in Table 5.4.a and 5.4.b.

TABLE 5.1 CORE INDICATOR PERFORMANCE FOR ALL STUDENTS		
#	INDICATOR	ALL
1S1	FOUR-YEAR GRADUATION RATE	
1S2	EXTENDED GRADUATION RATE	
2S1	ACADEMIC PROFICIENCY IN READING/LANGUAGE ARTS	
2S2	ACADEMIC PROFICIENCY IN MATHEMATICS	
2S3	ACADEMIC PROFICIENCY IN SCIENCE	
3S1	POSTSECONDARY PLACEMENT	
4S1	NON-TRADITIONAL PROGRAM ENROLLMENT	
PROGRAM QUALITY		
5S1	ATTAINED RECOGNIZED POSTSECONDARY CREDENTIAL	
5S2	ATTAINED POSTSECONDARY CREDITS	
5S3	PARTICIPATED IN WORK-BASED LEARNING	
5S4	OTHER	

TABLE 5.2 CORE INDICATOR PERFORMANCE BY GENDER			
#	INDICATOR	MALE	FEMALE
1S1	FOUR-YEAR GRADUATION RATE		
1S2	EXTENDED GRADUATION RATE		
2S1	ACADEMIC PROFICIENCY IN READING/LANGUAGE ARTS		
2S2	ACADEMIC PROFICIENCY IN MATHEMATICS		
2S3	ACADEMIC PROFICIENCY IN SCIENCE		
3S1	POSTSECONDARY PLACEMENT		
4S1	NON-TRADITIONAL PROGRAM ENROLLMENT		
PROGRAM QUALITY			
5S1	ATTAINED RECOGNIZED POSTSECONDARY CREDENTIAL		
5S2	ATTAINED POSTSECONDARY CREDITS		
5S3	PARTICIPATED IN WORK-BASED LEARNING		
5S4	OTHER		

TABLE 5.3 CORE INDICATOR PERFORMANCE BY RACE								
#	INDICATOR	ASIAN	BLACK	HISPANIC	NA/NA*	NH/PI*	WHITE	2 OR MORE*
1S1	FOUR-YEAR GRADUATION RATE							
1S2	EXTENDED GRADUATION RATE							
2S1	ACADEMIC PROFICIENCY IN READING/LANGUAGE ARTS							
2S2	ACADEMIC PROFICIENCY IN MATHEMATICS							
2S3	ACADEMIC PROFICIENCY IN SCIENCE							
3S1	POSTSECONDARY PLACEMENT							
4S1	NON-TRADITIONAL PROGRAM ENROLLMENT							
PROGRAM QUALITY								
5S1	ATTAINED RECOGNIZED POSTSECONDARY CREDENTIAL							
5S2	ATTAINED POSTSECONDARY CREDITS							
5S3	PARTICIPATED IN WORK-BASED LEARNING							
5S4	OTHER							
*NA/NA=NATIVE AMERICAN/NATIVE ALASKAN, NH/PI=NATIVE HAWAIIAN/PACIFIC ISLANDER, 2 OR MORE=2 OR MORE RACES								

SPECIAL POPULATIONS for use with Tables 5.4.a and 5.4.b-The term ‘Special Population’ means-

- (A) Individuals with disabilities;
- (B) Individuals from economically disadvantaged families, including low-income youth and adults;
- (C) Individuals preparing for non-traditional fields;
- (D) Single parents, including single pregnant women;
- (E) Out-of-workforce individuals;
- (F) English learners;
- (G) Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);
- (H) Youth who are in, or have aged out of the foster care system;
- (I) Youth with a parent who is a member of the armed forces (as such term is defined in section 10 U.S.C. 101(a)(4)); and
- (J) Is on active duty (as such term is defined in U.S.C. 101 (d)(1))

TABLE 5.4.a CORE INDICATOR PERFORMANCE BY SPECIAL POPULATION A--E*						
#	INDICATOR	Special Population				
		A	B	C	D	E
1S1	FOUR-YEAR GRADUATION RATE					
1S2	EXTENDED GRADUATION RATE					
2S1	ACADEMIC PROFICIENCY IN READING/LANGUAGE ARTS					
2S2	ACADEMIC PROFICIENCY IN MATHEMATICS					
2S3	ACADEMIC PROFICIENCY IN SCIENCE					
3S1	POSTSECONDARY PLACEMENT					
4S1	NON-TRADITIONAL PROGRAM ENROLLMENT					
PROGRAM QUALITY						
5S1	ATTAINED RECOGNIZED POSTSECONDARY CREDENTIAL					
5S2	ATTAINED POSTSECONDARY CREDITS					
5S3	PARTICIPATED IN WORK-BASED LEARNING					
5S4	OTHER					
*PLEASE REFER TO SPECIAL POPULATIONS DEFINITIONS FOR EACH OF THE ABOVE CATEGORIES A--J						

TABLE 5.4.b CORE INDICATOR PERFORMANCE BY SPECIAL POPULATION F--J*						
#	INDICATOR	Special Population				
		F	G	H	I	J
1S1	FOUR-YEAR GRADUATION RATE					
1S2	EXTENDED GRADUATION RATE					
2S1	ACADEMIC PROFICIENCY IN READING/LANGUAGE ARTS					
2S2	ACADEMIC PROFICIENCY IN MATHEMATICS					
2S3	ACADEMIC PROFICIENCY IN SCIENCE					
3S1	POSTSECONDARY PLACEMENT					
4S1	NON-TRADITIONAL PROGRAM ENROLLMENT					
PROGRAM QUALITY						
5S1	ATTAINED RECOGNIZED POSTSECONDARY CREDENTIAL					
5S2	ATTAINED POSTSECONDARY CREDITS	N/A	N/A	N/A	N/A	N/A
5S3	PARTICIPATED IN WORK-BASED LEARNING	N/A	N/A	N/A	N/A	N/A
5S4	OTHER	N/A	N/A	N/A	N/A	N/A
*PLEASE REFER TO SPECIAL POPULATIONS DEFINITIONS FOR EACH OF THE ABOVE CATEGORIES A--J						

- c. Provide a narrative description of how students performed as a whole with regard to the performance targets.
- d. Provide a narrative description of how each of the subpopulations of students performed with regard to the performance targets.

CTE PROGRAMS

6. **CTE PROGRAM IMPLEMENTATION**-*Quality and implementation of programs*
 - a. Review prior program evaluation findings.
 - b. Perform new program evaluations if prior ones are insufficient.
 - c. Perform a self-assessment if needed to augment other data.

7. **CTE PROGRAM SIZE, SCOPE, AND QUALITY**-*Sufficient number of courses and programs to meet the needs of students and if they are broad enough, vertically aligned, and sufficient to prepare students for the next level of education or employment*
 - a. Do you understand the state's definition of size?
 - b. Do you understand the state's definition of scope?
 - c. Do you understand the state's definition of quality?
 - d. Have you analyzed disaggregated data by subpopulations?
 - e. Are current programs meeting these standards?
 - f. How will planned programs meet these standards?
 - g. Are you offering sufficient number of courses and programs to meet the needs of the student population?
 - h. Have required stakeholders been consulted for feedback?
 - i. Describe how your CTE programs are sufficient in size, scope, and quality to meet the needs of all students.
 - j. Describe how your CTE programs are sufficient in size, scope, and quality to meet the needs of students in subpopulations.

8. **PROGRAMS OF STUDY AND PROGRESS TOWARDS PROGRAM OF STUDY IMPLEMENTATION**-*Implementation of programs of study as defined by Perkins*
 - a. Do you understand the Perkins definition of a "Program of Study"?
 - b. Do you have any programs currently existing that meet this definition of program of study?
 - c. Do you have at least one fully developed program of study (this is required in order to receive Perkins Funds)?
 - d. Have required stakeholders been consulted for feedback?
 - e. What progress has been made or will be made toward implementation of CTE programs of study?
 - f. Provide documentation for your programs that fully meet the requirements of the definition of a program of study as defined in Section 124(b).
 - g. Complete Table 8.1 Current Programs of Study and Their Status
 - h. Complete Table 8.2 Planned Programs of Study

TABLE 8.1 CURRENT PROGRAMS OF STUDY AND THEIR STATUS

Program of Study Name	Implementation Status*	Course Number	Course Name
*Implementation Status-Partially Implemented or Fully Implemented			

TABLE 8.2 PLANNED PROGRAMS OF STUDY

Program of Study Name	Course Number	Course Name

9. **LABOR MARKET/INDUSTRY ALIGNMENT & LOCAL ECONOMIC AND EDUCATIONAL NEEDS**-*Alignment between CTE programs offered and labor market and educational needs*

- a. Do you understand the state's definitions of thresholds for "in-demand" occupations?
- b. Do you understand the state's definitions of thresholds for "high-wage" occupations?
- c. Do you understand the state's definitions of thresholds for "high-skill" occupations?
- d. Have you examined state and local in-demand sectors?
- e. Have you consulted the state's LMI website to determine immediate and long-term projected employment for your local area? (must include at least the 4 years covered in the Local Application)
- f. Did you consider the available gap analysis on educational outcomes and employment needs?
- g. Did you analyze this data by subpopulation or special population?
- h. Have local workforce boards been consulted to determine expected labor needs?
- i. Have local unions been consulted to determine expected labor needs?
- j. Have local professional associations been consulted to determine expected labor needs?
- k. Have local economic development organizations been consulted to determine expected labor needs?
- l. Have alumni of your programs been consulted for feedback on success in the workplace or further education?
- m. Describe in detail how programs are aligned to state, regional, and/or local in-demand, high wage, and high skill industry sectors or occupations identified by state, regional, or local workforce development boards.
- n. How are CTE programs designed to meet the local education needs not identified by state, regional, or local workforce boards?
- o. How are CTE programs designed to meet the local economic needs not identified by state, regional, or local workforce boards?

10. **PROGRESS TOWARDS IMPROVING EQUITY AND ACCESS-EQUAL ACCESS TO HIGH-QUALITY CTE PROGRAMS FOR ALL STUDENTS**-*Equal access to CTE programs and programs provided in ways that maximize success for all students, especially those in special populations; access, performance, and program delivery.*

- a. Have you analyzed participation data for subpopulations and articulated the findings?
- b. Have you developed strategies that effectively recruit and provide career guidance to subpopulations? (Access)
- c. Using data compiled during the overall review of student performance, have strategies been developed to address the root cause of deficient performance among subpopulations?
- d. Have representatives of subpopulations been consulted to determine root causes and offer feedback on strategies to address them?
- e. Have you developed measures to evaluate your progress towards these goals?
- f. Have your program delivery methods been viewed through an equity lens-accommodations, support services, instruction, assessment, early college credit opportunities, etc.?
- g. Have intervention strategies for addressing these barriers been developed and reflected on for completing the Local Application?
- h. List and describe the barriers that result in performance gaps in, or lower rates of access to courses and programs for subpopulations/special populations.
- i. List and describe the strategies that will be implemented to address these gaps in performance and access to ensure that subpopulations/special populations will meet local core indicators of performance during the period of this Local Applications.

- j. List and describe the actions that will be taken to prepare subpopulations/special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

11. RECRUITMENT, RETENTION, AND TRAINING OF CTE EDUCATORS-*Assessment and development of plans to improve quality and diversity of faculty and staff.*

- a. Have demographics of faculty and staff been profiled?
- b. Has the capacity of current faculty and staff across all programs been assessed and gaps in expertise within and across programs been identified?
- c. Has the recruitment process, including obtaining faculty from industry or underrepresented groups been evaluated?
- d. Does the existing professional development plan target faculty and staff in lower performing programs or in support services?
- e. Is there capacity to expand CTE programs or career development services if needed for the course of the Local Application period?
- f. If not, is there a plan in place to do so?
- g. Have root causes for gaps in recruitment, retention, and training been explored?
- h. Have required stake holders been consulted for feedback?
- i. Describe in detail how faculty, staff, career guidance counselors, academic counselors, and instructional support staff be recruited.
- j. Describe in detail how faculty, staff, career guidance counselors, academic counselors, and instructional support staff be retained.
- k. Describe in detail how faculty, staff, career guidance counselors, academic counselors, and instructional support staff be trained.

SECTION 134 REQUIREMENTS

12. COURSE OFFERINGS/PROJECTS FUNDED THROUGH PERKINS

- a. Describe how the combined Comprehensive Needs Assessment and Local Application was used to determine which programs would be funded using Perkins Funds?
- b. Will any new programs of study be developed based on the needs assessment and local application process?
- c. Describe how will students learn about CTE course offerings and whether each course is part of a CTE program of study?
- d. Describe how students who are part of special populations learn about CTE course offerings and whether each course is part of a CTE program of study?

13. CAREER GUIDANCE AND ACADEMIC COUNSELING

- a. What career exploration and career development coursework, activities, or services will be provided?
- b. How will career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, in-demand industry sectors or occupations, as determined by the needs assessment process be provided?
- c. Describe the organized system of career guidance and academic counseling provided to students before enrolling and while participating in CTE programs. Are there improvements to be made to the existing system? If one does not exist, how will one be implemented?

14. IMPROVEMENT OF ACADEMIC AND TECHNICAL SKILLS

- a. How will academic and technical skills of CTE students be strengthened through integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs?

15. SPECIAL POPULATIONS

- a. What activities will be provided that prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency?
- b. How will CTE participants be prepared for occupations in non-traditional fields?
- c. How will equal access for special populations to CTE courses, programs, and programs of study be assured?
- d. What assurances are given that members of special populations will not be discriminated against on the basis of their status as members of a special population?

16. WORK-BASED LEARNING

- a. What work-based learning opportunities will be provided to students participating in CTE programs?
- b. What strategies will be implemented to increase employer participation in work-based learning opportunities for CTE students?

17. OPPORTUNITY FOR EARLY POSTSECONDARY CREDIT

- a. How will CTE students be given the opportunity to gain postsecondary credit while still attending high school? (Dual credit, concurrent credit, early college high school, etc.)

18. COORDINATION WITH HIGHER EDUCATION IN FACULTY AND STAFF RECRUITMENT AND PREPARATION

- a. How will secondary schools coordinate with the eligible postsecondary agency and institutions of higher education to support the recruitment, preparation, retention, and training including professional development of teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements, including individuals from groups underrepresented in the teaching profession? (Including any requirements met through alternative routes to certification)

19. ADDRESSING DISPARITIES OR GAPS IN PERFORMANCE

- a. Describe how you will address disparities or gaps in performance in each of the plan years?
- b. What additional actions will be taken if no meaningful progress has been achieved prior to the third program year?

REQUIRED USE OF FUNDS

20. CAREER EXPLORATION AND CAREER DEVELOPMENT ACTIVITIES

- a. Describe your planned career exploration and career development activities.

21. PROFESSIONAL DEVELOPMENT

- a. Describe your planned professional development activities.

22. SKILLS FOR HIGH-SKILL, HIGH-WAGE, IN-DEMAND INDUSTRY SECTOR OCCUPATIONS

- a. Describe your plans to address skills for high-skill, high-wage, in-demand industry sector occupations.

23. INCREASING STUDENT ACHIEVEMENT (INCLUDING THOSE THROUGH PERMISSIVE USE OF FUNDS)

a. Describe your plans for increasing student achievement.

CORE INDICATOR PERFORMANCE TARGETS

#	INDICATOR	2020-2021	2021-2022	2022-2023	2023-2024
1S1	FOUR-YEAR GRADUATION RATE	87.18 %	87.18 %	87.18 %	87.18 %
1S2	EXTENDED GRADUATION RATE	90.40 %	90.40 %	90.40 %	90.40 %
2S1	ACADEMIC PROFICIENCY IN READING/LANGUAGE ARTS	52.78 %	53.03 %	53.28 %	53.53 %
2S2	ACADEMIC PROFICIENCY IN MATHEMATICS	46.45 %	46.70 %	46.95 %	47.20 %
2S3	ACADEMIC PROFICIENCY IN SCIENCE	53.26 %	53.51 %	53.76 %	54.01 %
3S1	POSTSECONDARY PLACEMENT	85.30 %	85.80 %	86.30 %	86.80 %
4S1	NON-TRADITIONAL PROGRAM ENROLLMENT	13.33 %	13.33 %	13.33 %	13.33 %
PROGRAM QUALITY					
5S1	ATTAINED RECOGNIZED POSTSECONDARY CREDENTIAL	48.91 %	49.41 %	49.91 %	50.41 %
5S2	ATTAINED POSTSECONDARY CREDITS				
5S3	PARTICIPATED IN WORK-BASED LEARNING				
5S4	OTHER				