Strengthening Career and Technical Education in Kentucky

Perkins V Comprehensive Local Needs Assessment Tool

Comprehensive Needs Assessment Tool

SECTION 1--Data Analysis and Program Study Review (This section should be completed by each individual Perkins eligible recipient such as *school district, *ATC and postsecondary institution.)

1. Identify the performance of the students served by recipient in the following performance indicators; (Provide the following information in the attached chart at the end of the document. We have provided a secondary and postsecondary chart)

   a. **Secondary**
      i. Graduation Rate
      ii. Academic Attainment in Reading, Math, and Science
      iii. Follow-up of previous year students that are in postsecondary education, military, employed, service programs or serving in the Peace Corp.
      iv. Percentage of CTE concentrators that have graduated from high school and attained a postsecondary credential including industry certification and end of program assessment.
      v. Percentage of CTE concentrators that are participating in programs of study that lead to a non-traditional field.

   b. **Postsecondary**
      i. Follow-up of concentrators completing the program that are in postsecondary education, military, employed, service programs or serving in the Peace Corps.
      ii. Percentage of CTE concentrators who receive a postsecondary credential upon completion or within one year of completing. (Includes certificates or degrees)
      iii. Percentage of CTE concentrators that are participating in programs of study that lead to a non-traditional field.

Data must be broken out by each special population group, gender, major racial and ethnic groups and migrant status

Representatives of special populations;
- Individuals with disabilities
- Economically disadvantaged
- Individuals preparing for nontraditional fields
- Single parents
- Out of workforce Individuals
- English Learners
- Homeless individuals (described in McKinney-Vento)
- Youth who are in or have aged out of foster care
- Youth with parents that are active duty armed forces

Gender
- Male
- Female

Major racial and ethnic groups
- American Indian or Alaskan Native
- Asian
- Black or African American
- Hispanic/Latino
- White
- Two or more Races

Migrant Status

(Provide the above information in the attached charts.)

2. Which performance accountability indicator targets are you meeting and not meeting at the program levels? What are the root causes for meeting or not meeting these targets including gaps between genders, races and ethnicities?

3. **Identify the offered programs of study which are: (review. There are some are not alignment with LMD due to reason why or phasing out in future).**
   a. responsive to the community employment needs.

   b. aligned to state, regional, or local in-demand industry sectors or occupations.

   c. supported by labor market data.

   d. designed to meet current or long-term labor market projections.

4. Describe how career and technical education programs offered by the recipients are;

   a. Sufficient in size, scope, and quality to meet the needs of all students served by the recipient (see state definitions);

   b. Align to state, regional or local in-demand industry sectors or occupations identified by the State Workforce Development Board (WIOA Section 101 (29 U.S.C. 3111) (Workforce Innovation and Opportunity Act)

   c. Designed to meet local education or economic needs not identified by the State board or local workforce board.

SECTION II--Evaluation of the Needs (Sections II is to be completed by the stakeholder group)

1. What industries are projected to grow the most in your region or local area in the next three to five years?

2. To what degree do your programs expose students to the in-demand industry sectors or occupations in your region? Where are the gaps?

3. Evaluate the progress toward the implementation of CTE program of study including dual credit, relative academics, work base learning etc.

4. Describe the process for alignment of the CTE programs of study that meet the labor market needs.

5. Describe how the recipient will improve recruitment, retention, and training of CTE teachers, faculty, and guidance counselor (academic and career) including underrepresented groups.

6. Are students of color or of the special population groups taking part in CTE at disproportionate levels, in comparison to the overall student population? What are the causes of these gaps?

7. Describe the progress toward equal access to high quality CTE courses and programs of study for all students, including:

    a. Strategies to overcome barriers that result in low access or performance gaps for special populations.

    b. Provide programs that are designed for special populations to meet levels of performance.

    c. Provide activities that prepare special populations for high-skill, high-wage or in-demand occupations that will lead to self-sufficiency.

SECTION III--Goals (Goals must be based on identified needs. This section is to be completed by the stakeholder group)

1. What is your overall vision for CTE programming?

2. What are your top three to five priorities over the next two years?

3. What is your plan for continuing to support or expanding the stronger programs and transforming or retiring the less successful ones?

4. Where do you most need support — professional development, technical assistance, etc. from the state?

IV. **Consultation of Stakeholders**

1. Required signatures of the representatives of the stakeholder groups that participated in the Comprehensive Needs Assessment (submit a membership list along with signatures)

School Districts (Superintendent)

_____   _____

_____   _____

_____   _____

_____   _____

ATCs (Principal)

_____   _____

_____   _____

IV. Consultation of Stakeholders continued

1. Required signatures of the representatives of the stakeholder groups that participated in the Comprehensive Needs Assessment (submit a membership list along with signatures)

Postsecondary Institutions

_____   _____

_____   _____

Guidance Counselors

_____   _____

Teachers

_____   _____

_____   _____

Paraprofessionals

_____   _____

_____   _____

Specialized Support Personnel

_____   _____

_____   _____

State or Local Workforce Development Board Representatives

_____   _____

_____   _____

IV. Consultation of Stakeholders continued

1. Required signatures of the representatives of the stakeholder groups that participated in the Comprehensive Needs Assessment (submit a membership list along with signatures)

Business and Industry Representatives (Include Top 5 Sector Representatives)

_____   _____

_____   _____

_____   _____

Parents

_____   _____

_____   _____

Students

_____   _____

_____   _____

Representatives of special populations:
Individuals with disabilities

_____   _____

Economically disadvantaged

_____   _____

Individuals preparing for nontraditional fields

_____   _____

Single parents

_____   _____

IV. Consultation of Stakeholders continued

1. Required signatures of the representatives of the stakeholder groups that participated in the Comprehensive Needs Assessment (submit a membership list along with signatures)

Out of workforce Individuals

_____   _____

English Learners

_____   _____

Homeless individuals (described in McKinney-Vento)

_____   _____

Youth who are in or aged out of foster care

_____   _____

Youth with parents that are active duty armed forces

_____   _____

Institution name: _____   Data Year: _____

Secondary Indicators	READ	MATH	SCIENCE	GRAD	PLACE	IND CERT	NTCON
STATE GOAL							
Grand Total							
GENDER							
Female							
Male							
RACE/ETHNICITY							
American Indian or Alaskan Native							
Asian							
Black or African American							
Hispanic/Latino							
Native Hawaiian or Other Pacific Islander							
Two or More Races							
White							
SPECIAL POPULATIONS CATEGORIES							
Individuals With Disabilities (ESEA)							
Economically Disadvantaged							
Nontraditional Enrollees							
Single Parents							
Out of Workforce Individuals							
English Learners							
Homeless Individuals							
Youth in or aged out of Foster Care							
Youth with a Parent in Active Duty Military							
Migrant							

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Institution name: _____   Data year: _____

Postsecondary Indicators	PLACEMENT	CERTIFICATIONS	NT-CONCENTRATORS
STATE GOAL			
Grand Total			
GENDER			
Female			
Male			
RACE/ETHNICITY			
American Indian or Alaskan Native			
Asian			
Black or African American			
Hispanic/Latino			
Native Hawaiian or Other Pacific Islander			
Two or More Races			
White			
SPECIAL POPULATIONS CATEGORIES			
Individuals With Disabilities (ESEA)			
Economically Disadvantaged			
Nontraditional Enrollees			
Single Parents			
Out of Workforce Individuals			
English Learners			
Homeless Individuals			
Youth in or aged out of Foster Care			
Youth with a Parent in Active Duty Military			
Migrant			

State Definition of Size, Scope and Quality

Size: To identify size, the KDE definition is one (1) complete program of study in the program area offered in the school. If a school has more than one program area, then each area will need one (1) complete program of study. The program of study will be aligned to the academic needs and the multiple entry and exit points to allow for continuing education.

Scope: The programs of study lead to industry-recognized certifications, articulated college credit and will link to dual credit opportunities for students and/or work-based learning. Dual credit may be in the academic or skilled area of the POS. Work-based learning should include areas outlined in Kentucky's Work-Based Learning Manual.

Quality: Programs of study shall meet the following indicators:
   <u>**Secondary**</u>
- Be of sufficient size, which offer a sequence of four or more earned technical credits;

- Have a postsecondary connection through dual enrollment, dual credit, current agreement for a program of study or current local articulation agreement approved by the lead administrators of KDE and postsecondary institutions, or leads to KDE-approved industry recognized certifications;

- Have an active advisory panel;

- Have a certified and appropriately endorsed teacher;

- Have a co-curricular career and technical student organization (CTSO) that provides students the opportunity to engage in leadership development activities (beginning in the 2021-22 academic year); and;

- Be supported by current labor market data;

   <u>**Postsecondary**</u>
- Lead to a postsecondary credential(s) that is industry recognized and supported by current labor market data and/or local needs assessment;

- Include career pathway progressions from secondary to postsecondary to employment or transfer; and

- Have an active advisory panel

State Top 5 Industry Sectors

Transportation, Distribution and Logistics

Construction

Manufacturing

Business and IT Services

Health Care and Social Assistance