**Federal Perkins V Comprehensive Local Needs Assessment and Local Application**

1. **Consultation**

**Identification of Team**

The comprehensive needs assessment team consists of people who are responsible for working collaboratively throughout the needs assessment process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. A required team member’s name may be duplicated when multiple roles are performed by the same person. Documentation of team member involvement must be maintained by the LEA.

Required Team Members

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| **Position/Role** | **Name(s)** |
| Superintendent/Assistant Superintendent |  |
| CTAE Director |  |
| Federal Programs Director |  |
| Homeless Liaison |  |
| N & D Coordinator |  |
| REAP Coordinator |  |
| Special Education Director |  |
| Title I, Part A Director |  |
| Family Engagement Coordinator |  |
| Foster Care Point of Contact |  |
| Title II Part A Coordinator |  |
| Title III Director |  |
| Title IV Director |  |
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Recommended and Additional Team Members

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| **Position/Role** | **Name(s)** |
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**Identification of CTAE CLNA Stakeholders**

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Required stakeholders must be engaged in the process to meet the requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the LEA.

Required Stakeholders

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| **Position/Role** | **Name(s)** |
| CTAE Teachers |  |
| Guidance Counselors |  |
| Principals, Assistant Principals |  |
| Post-Secondary Technical Institutions Faculty and Administrators |  |
| Representative of state board or local workforce board |  |
| Business/industries representatives |  |
| CTAE Parents |  |
| CTAE Students |  |
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Recommended and Additional Stakeholders

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| **Position/Role** | **Name(s)** |
| Chamber of Commerce Representative |  |
| Development Authority Representative |  |
| Department of Labor Representative |  |
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1. **Comprehensive Local Needs Assessment (CLNA)**

**Data Collection and Analysis**

Evaluating CTAE concentrators’ performance on the core performance indicators

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| **Exemplary** | All Performance Indicators were met |  |
| **Operational** | Seven or more Performance Indicator were met |  |
| **Emerging** | Four to six Performance Indicators were met |  |
| **Not Evident** | Three or fewer Performance Indicators were met |  |

Identifying and quantifying any disparities or gaps in performance between any subgroup and the performance of CTAE concentrators from their comparison group on core performance indicators.

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| **Exemplary** | No disparities or gaps were noted for any subgroup |  |
| **Operational** | Disparities and gaps do not exceed 10% or higher for any subgroup <https://www.napequity.org/nape-content/uploads/NAPE-Perkins-V-Equity-Gap-Analysis-At-A-Glance_v3_10-16-18_ml1.pdf> |  |
| **Emerging** | One subgroup has a disparity or gap of 10% or higher. |  |
| **Not Evident** | Multiple subgroups have a 10% or higher disparity or gap. |  |

Ensuring the CTAE Pathways offered in the district are sufficient in size, scope and quality to meet the needs of **ALL** students.

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| **Exemplary** | LEA has pathways from a minimum of 3 clusters. Each pathway offered by the LEA has more than one of the following characteristics; high-skill, high-wage or local in-demand occupation. |  |
| **Operational** | LEA has pathways from a minimum of 3 clusters. Each cluster offered by the LEA has at least one pathway that represents one or more of the following characteristics; high-skill, high-wage or local in-demand occupation. |  |
| **Emerging** | LEA has a minimum of 3 pathways. Pathways offered by the LEA do not represent the following characteristics; high-skill, high-wage or local in-demand occupation. |  |
| **Not Evident** | LEA has fewer than 3 pathways. Pathways offered by the LEA do not represent all the following characteristics; high-skill, high-wage or local in-demand occupation. |  |

Evaluating the current and future CTAE programs and programs of study.

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| **Exemplary** | A 3 to 5-year review plan is in place for CTAE Programs. Plan includes a minimum of 5 components: current program offerings/delivery, role of business/industry, labor market needs, equity, WBL opportunities, future workforce needs, or industry certified programs. Evidence exists that CTAE programs reflect current and future workforce needs. |  |
| **Operational** | A 3 to 5-year review plan is in place for CTAE Programs. Plan includes a minimum of 5 components: current program offerings/delivery, role of business and industry, labor market needs, equity, WBL opportunities, future workforce needs, or industry certified programs. (Advance CTE) |  |
| **Emerging** | CTAE programs are reviewed, but no formal 3-5 year review plan is in place. |  |
| **Not Evident** | No evidence of a plan. |  |

Establishing and implementing processes that increase the effectiveness of teachers, leaders, and staff.

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| **Exemplary** | Comprehensive data-driven processes that increase the effectiveness of leaders, teachers, and other staff are pervasive in the district and result in a culture of measurable, continuous improvement. |  |
| **Operational** | Processes that increase the effectiveness of leaders, teachers, and staff established and consistently implemented throughout the district. (ESSA) |  |
| **Emerging** | Processes that increase the effectiveness of leaders, teachers, and staff are not fully developed or are implemented unevenly or inconsistently across the district. |  |
| **Not Evident** | Few, if any, processes to increase the effectiveness of leaders, teachers, and staff are developed or successfully implemented in the district. |  |

Identifying and quantifying any disparities or gaps in performance between any subgroup in Career & Technical Student Organizations (CTSO).

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| **Exemplary** | No disparities or gaps were noted for any subgroup. |  |
| **Operational** | Disparities and gaps do not exceed 10% or higher for any subgroup <https://www.napequity.org/nape-content/uploads/NAPE-Perkins-V-Equity-Gap-Analysis-At-A-Glance_v3_10-16-18_ml1.pdf> |  |
| **Emerging** | One subgroup has a disparity or gap of 10% or higher. |  |
| **Not Evident** | Multiple subgroups have a 10% or higher disparity or gap. |  |

Providing career guidance and advisement for all students grades 6-12.

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| **Exemplary** | All Georgia career guidance requirements are met for ALL students grades 6-12. Parents, teachers, and advisors have input into 4-year plans. Evidence exists that equal access is provided to ALL students to pursue their 4-year plan to guide the student’s course, pathway, and career selection throughout high school. |  |
| **Operational** | All Georgia career guidance requirements are met for ALL students grades 6-12. Parents, teachers, and advisors have input into 4-year plans. |  |
| **Emerging** | All Georgia career guidance requirements are met for grades 6-12. No evidence exists that parents, teachers, and advisors are involved in the process. |  |
| **Not Evident** | All Georgia career guidance requirements are not met for grades 6-12 |  |

**Data Analysis Open Response Questions**

Analyze the LEA’s data and answer the guiding questions to determine existing trends and patterns that support CTAE and students’ success. Student subgroups with a count of less than 15 are denoted by “TFS” (too few students)

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| How will the LEA consult with the stakeholders on an ongoing basis to continue to provide input on annual updates to the comprehensive needs assessment? |  |

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| What does the feedback from the stakeholder meeting say about the current state of the LEA CTAE programs? |  |

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| What information do the Perkins Indicators give the LEA about the CTAE Programs? |  |

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| What data was collected to conduct an Equity Gap Analysis? |  |

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| Identify the subgroups that show a gap  from their comparison group. Student subgroups with a count of less than 15 are denoted by “TFS” (too few students).   * 1. individuals with disabilities;   2. individuals from economically disadvantaged families, including low-income youth and adults;   3. individuals preparing for non-traditional fields;   4. single parents, including single pregnant women;   5. out-of-workforce individuals;   6. English learners;   7. homeless individuals described in section 725 of the McKinney Vento Homeless Assistance Act (42 U.S.C. 11434a);   8. youth who are in, or have aged out of, the foster care system; and   9. youth with a parent who-      1. is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and      2. is on active duty (as such term is defined in section 101 (d)(1) of such title). |  |

**Needs Identification and Root Cause Analysis**

CTAE Pathways

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| --- | --- |
| Strengths |  |

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| --- | --- |
| Challenges |  |

Current and Future CTAE Pathways Review

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| --- | --- |
| Strengths |  |

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| --- | --- |
| Challenges |  |

Leader, Teacher, and Staff Effectiveness

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| --- | --- |
| Strengths |  |

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| --- | --- |
| Challenges |  |

CTSOs

|  |  |
| --- | --- |
| Strengths |  |

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| --- | --- |
| Challenges |  |

Guidance and Counseling

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| --- | --- |
| Strengths |  |

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| --- | --- |
| Challenges |  |

**Root Cause Analysis - Part A**

Overarching Need # 1

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| --- | --- |
| Overarching Need |  |
| How severe is the need? |  |
| Is the need trending better or worse over time? |  |
| Can Root Causes be Identified? |  |
| Priority Order |  |

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| --- | --- |
| Additional Considerations |  |

Overarching Need # 2

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| --- | --- |
| Overarching Need |  |
| How severe is the need? |  |
| Is the need trending better or worse over time? |  |
| Can Root Causes be Identified? |  |
| Priority Order |  |

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| --- | --- |
| Additional Considerations |  |

Overarching Need # 3

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| Overarching Need |  |
| How severe is the need? |  |
| Is the need trending better or worse over time? |  |
| Can Root Causes be Identified? |  |
| Priority Order |  |

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| Additional Considerations |  |

**Root Cause Analysis - Part B**

Overarching Need:

Root Cause #1

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| Root Causes to be Addressed |  |
| This is a root cause and not a contributing cause or symptom |  |
| This is something we can affect |  |
| Impacted Programs |  |

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| Additional Considerations |  |

Root Cause #2

|  |  |
| --- | --- |
| Root Causes to be Addressed |  |
| This is a root cause and not a contributing cause or symptom |  |
| This is something we can affect |  |
| Impacted Programs |  |

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| Additional Considerations |  |

Root Cause #3

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| --- | --- |
| Root Causes to be Addressed |  |
| This is a root cause and not a contributing cause or symptom |  |
| This is something we can affect |  |
| Impacted Programs |  |

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| Additional Considerations |  |

**LOCAL APPLICATION FOR CAREER AND TECHNICAL EDUCATION PROGRAMS**

1. Description of the results of the Comprehensive Needs Assessment

Overarching Need #1

1. Required Questions

Develop CTAE Course Offerings and Activities

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| Provide information on the career and technical education course offerings and activities that the LEA will provide with funds under this part, which shall include not less than one (1) program of study approved by the state of Georgia under Section 124(b)(2).   1. Describe how the results of the comprehensive needs assessment described in subsection(c) informed the selection of the specific career and technical education programs and activities selected to be funded. 2. Describe any new programs of study the LEA will develop and submit to the state for approval. 3. Describe how students, including students who are members of special populations, will learn about their school’s career and technical education course offerings and whether each course is part of a career and technical education program of study. |  |

Collaborate with local workforce development boards and agencies

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| Describe how the LEA, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems described in section 121(e)(2) of the Workforce Innovation and Opportunity Act (29 U.S.C.3151(e)(2)), and other partners, will provide—   1. Career exploration and career development coursework, activities, or services. 2. Career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations, as determined by the comprehensive needs assessment as described in subsection(c). 3. An organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program. |  |

Improve Academic and Technical Skills

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| Describe how the LEA will improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in the subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965). |  |

Serve Special Populations

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| Describe how the eligible recipient will   1. Provide activities to prepare special populations\* for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency 2. Prepare CTE participants for non-traditional fields 3. Provide equal access for special populations to career and technical education courses, programs, and programs of study 4. Ensure that members of special populations will not be discriminated against based on their status as members of special populations |  |

Foster Work-Based Learning

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| Describe the work-based learning opportunities that the LEA will provide to students participating in career and technical education programs and how the LEA will work with representatives from employers to develop or expand work-based learning opportunities for career and technical education students, as applicable. |  |

Offer Post-Secondary Credit

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| Describe how the LEA will provide students participating in career and technical education programs with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as practicable. |  |

Encourage Professional Development

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| Describe how the LEA will coordinate with the GaDOE 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 any requirements met through alternative routes to certification), including individuals from groups underrepresented in the teaching profession. |  |

Address Disparities and Gaps

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| Describe how the LEA will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions such recipient will take to eliminate those disparities or gaps. |  |