

Comprehensive Needs Assessment Worksheet for Secondary Schools (2020)

Part 1: Evaluation of Student Performance *[Perkins V Sec. 134 (c)(2)(A)]*

	1S1 Four Year Graduation Rate				1S2 Extended Graduation Rate				2S1 Reading/LA Proficiency				2S2 Mathematics Proficiency			
	Year 1 2016 - 2017	Year 2 2017 - 2018	Year 3 2018 - 2019	State Target	Year 1 2016 - 2017	Year 2 2017 - 2018	Year 3 2018 - 2019	State Target %	Year 1 2016 - 2017	Year 2 2017 - 2018	Year 3 2018 - 2019	State Target	Year 1 2016 - 2017	Year 2 2017 - 2018	Year 3 2018 - 2019	State Target
Totals	0.00 %	0.00 %	88.46 %	91.41 %	0.00 %	0.00 %	0.00 %	0.00 %	92.86 %	78.79 %	76.92 %	50.73 %	85.71 %	90.91 %	88.46 %	33.50 %
Male	0.00 %	0.00 %	83.33 %		0.00 %	0.00 %	0.00 %		88.89 %	76.19 %	73.33 %		77.78 %	95.24 %	90.00 %	
Female	0.00 %	0.00 %	100.00 %		0.00 %	0.00 %	0.00 %		100.00 %	83.33 %	81.82 %		100.00 %	83.33 %	86.36 %	
s p e c i a l p o p u l a t i o n s	Disabled	0.00 %	0.00 %	75.00 %	0.00 %	0.00 %	0.00 %		50.00 %	70.00 %	75.00 %		100.00 %	80.00 %	83.33 %	
	Low SES	0.00 %	0.00 %	88.46 %	0.00 %	0.00 %	0.00 %		92.86 %	78.79 %	76.92 %		85.71 %	90.91 %	88.46 %	
	Non-Traditional	0.00 %	0.00 %	88.46 %	0.00 %	0.00 %	0.00 %		92.86 %	78.79 %	78.00 %		85.71 %	90.91 %	90.00 %	
	Single Parent	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %	
	Out of work	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %	
	ELL	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %	
	Homeless	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %	
	Foster Care	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %	
	Military Family	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %	
	White	0.00 %	0.00 %	100.00 %	0.00 %	0.00 %	0.00 %		100.00 %	0.00 %	100.00 %		100.00 %	0.00 %	100.00 %	
	Black	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %	
	Hispanic	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %	
	Native American	0.00 %	0.00 %	88.00 %	0.00 %	0.00 %	0.00 %		92.31 %	78.79 %	76.47 %		84.62 %	90.91 %	88.24 %	
	Asian	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %	
	Native Hawaiian	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %	
	2 or More Races	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %	
	Migrant Students	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %	

	2S3 Science Proficiency				3S1 Post-Program Placement				4S1 Non-Traditional Program				5S3 Work-Based Learning			
	Year 1 2016 - 2017	Year 2 2017 - 2018	Year 3 2018 - 2019	State Target	Year 1 2016 - 2017	Year 2 2017 - 2018	Year 3 2018 - 2019	State Target %	Year 1 2016 - 2017	Year 2 2017 - 2018	Year 3 2018 - 2019	State Target	Year 1 2016 - 2017	Year 2 2017 - 2018	Year 3 2018 - 2019	State Target
Totals	0.00 %	0.00 %	0.00 %	52.44 %	0.00 %	0.00 %	0.00 %	65.09 %	100.00 %	100.00 %	96.15 %	15.73 %	0.00 %	0.00 %	0.00 %	8.55 %
Male	0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %		100.00 %	100.00 %	100.00 %		0.00 %	0.00 %	0.00 %	
Female	0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %		100.00 %	100.00 %	90.91 %		0.00 %	0.00 %	0.00 %	
s p e c i a l p o p u l a t i o n s	Disabled	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %		100.00 %	100.00 %	91.67 %		0.00 %	0.00 %	0.00 %	
	Low SES	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %		100.00 %	100.00 %	96.15 %		0.00 %	0.00 %	0.00 %	
	Non-Traditional	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %		100.00 %	100.00 %	100.00 %		0.00 %	0.00 %	0.00 %	
	Single Parent	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %	
	Out of work	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %	
	ELL	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %	
	Homeless	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %	
	Foster Care	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %	
	Military Family	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %	
	White	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %		100.00 %	0.00 %	100.00 %		0.00 %	0.00 %	0.00 %	
	Black	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %	
	Hispanic	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %	
	Native American	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %		100.00 %	100.00 %	96.08 %		0.00 %	0.00 %	0.00 %	
	Asian	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %	
	Native Hawaiian	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %	
	2 or More Races	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %	
	Migrant Students	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %	

CTE Total Enrollment by Career Cluster Report

SECONDARY														
SY 2019-20														
POPULATION/ CLUSTER	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	Ag, Food & Natural Resources	Architecture & Construction	Arts, AV Technology & Communications	Business Management & Administration	Education & Training	Finance	Government & Public Administration	Health Science	Hospitality & Tourism	Human Services	Information Technology	Law, Public Safety, Corrections & Security	Manufacturing	Marketing
Gender														
Female	0	1	0	0	0	0	0	18	0	2	0	0	1	0
Male	0	5	0	0	0	0	0	2	0	1	0	0	12	0
Race														
American Indian or Alaskan Native	0	6	0	0	0	0	0	20	0	3	0	0	12	0
Asian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0	0	0	0	0	1	0
Two or More Races	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Special Populations Categories														
Individuals with Disabilities	0	1	0	0	0	0	0	2	0	1	0	0	4	0
Individuals from Economically Disadvantaged Families	0	6	0	0	0	0	0	20	0	3	0	0	13	0
Individuals Preparing for Non-Traditional Fields	0	6	0	0	0	0	0	20	0	1	0	0	13	0
Single Parents	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Out of Workforce Individual	0	0	0	0	0	0	0	0	0	0	0	0	0	0
English Learners	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Homeless Individuals	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Youth in Foster Care or Aged Out	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Youth with Parent in Active Military	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Migrant Students	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GRAND TOTAL	0	25	0	0	0	0	0	82	0	11	0	0	56	0

In reviewing your student performance data, describe:

Program strengths:

xxxxxxxx

Enrollment and/or performance gaps:

xxxxxxxx

Describe progress that has been made toward implementation of equal access to high quality CTE courses and programs of study for all students. *[Perkins V Sec. 134 (c)(2)(E)]*

1. What strategies are helping students overcome barriers to learning that result in lower rates of access to, or performance gaps in, the courses and programs for special populations?
2. What programs are designed to enable special populations to meet the local levels of performance?
3. What activities help prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency?

Part 2: Evaluation of Program Quality.

Part 2a: Describe how the CTE programs offered are of sufficient size, scope, and quality to meet the needs of all students. *[Perkins V Sec. 134 (c)(2)(B)(i)]*

Part 2b: Labor Market Alignment

Describe CTE Programs in District *[Perkins V Sec. 134 (c)(2)(B)(ii)]*

Program	State Workforce Needs	Regional Workforce Needs	Local Occupations
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Part 3: Progress toward implementing new CTE Programs of Study (if applicable) *[Perkins V Sec. 134 (c)(2)(C)]*

Proposed Program Area	Courses Offered	Labor Market Needs
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Part 4: Progress toward recruitment, retention, and training of CTE Staff *[Perkins V Sec. 134 (c)(2)(D)]*

Refer to Perkins V guide for definition of [Professional Development](#) .

	Number Working in Local CTE Program(s)			# Professional Development Workshops Offered		
	Year 1 2016 - 2017	Year 2 2017 - 2018	Year 3 2018 - 2019	Year 1 2016 - 2017	Year 2 2017 - 2018	Year 3 2018 - 2019
CTE Teachers						
CTE Other Faculty						
CTE Instructional Support						
CTE Counselors						
CTE Others						
Totals:	0	0	0	0	0	0

Local CTE Program Summary of Recruitment Efforts

Local CTE Program Summary of Retention Efforts

Describe Professional Development Workshops offered

Required Stakeholder Participants *[Perkins V Sec. 134 (d)]*

In conducting the comprehensive needs assessment... and developing the local application... an eligible recipient shall involve a diverse body of stakeholders, including, at a minimum (the following)

Representatives of career and technical education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel

Type	Name	Organization/Title	Email/Contact Information
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Representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators

Type	Name	Organization/Title	Email/Contact Information
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Representatives of the state board or local workforce development boards and a range of local or regional businesses or industries

Type	Name	Organization/Title	Email/Contact Information
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Parents and students

Type	Name	Organization/Title	Email/Contact Information
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Representatives of special populations

Name	Organization/Title	Email/Contact Information
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Representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965)

Type	Name	Organization/Title	Email/Contact Information
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Representatives of Indian Tribes and Tribal organizations in the State, where applicable

Name	Organization/Title	Email/Contact Information
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Any other stakeholders that the eligible agency may require the eligible recipient to consult

Name	Organization/Title	Email/Contact Information
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