Comprehensive Needs Assessment Worksheet for Secondary Schools (2020)

AnySchool Perkins

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	95.98 %	98.03 %	98.23 %	91.41 %	0.00 %	0.00 %	0.00 %	0.00 %	55.92 %	52.54 %	44.56 %	50.73 %	43.57 %	42.94 %	43.52 %	33.50 %
	Male	96.09 %	97.80 %	97.44 %		0.00 %	0.00 %	0.00 %		52.37 %	50.65 %	40.30 %		44.57 %	45.02 %	44.78 %	
	Female	95.83 %	98.36 %	100.00 %		0.00 %	0.00 %	0.00 %		61.61 %	56.10 %	54.24 %		41.96 %	39.02 %	40.68 %	
S p e c i a l P o p u l a t i o n s	Disabled	82.61 %	91.67 %	89.47 %		0.00 %	0.00 %	0.00 %		25.81 %	26.19 %	25.93 %		4.84 %	14.29 %	14.81 %	
	Low SES	86.27 %	88.00 %	93.75 %		0.00 %	0.00 %	0.00 %		37.21 %	24.24 %	26.47 %		16.28 %	13.64 %	14.71 %	
	Non-Traditional	94.90 %	96.77 %	97.06 %		0.00 %	0.00 %	0.00 %		49.35 %	44.49 %	38.52 %		38.44 %	37.89 %	37.70 %	
	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	77.78 %	85.71 %	100.00 %		0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %		4.76 %	6.25 %	14.29 %	
	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	97.75 %	99.20 %	98.97 %		0.00 %	0.00 %	0.00 %		60.84 %	58.42 %	48.78 %		49.47 %	49.83 %	50.00 %	
	Black	96.15 %	93.75 %	87.50 %		0.00 %	0.00 %	0.00 %		33.33 %	25.00 %	26.67 %		13.33 %	6.25 %	6.67 %	
	Hispanic	100.00 %	100.00 %	100.00 %		0.00 %	0.00 %	0.00 %		30.77 %	36.36 %	20.00 %		30.77 %	27.27 %	0.00 %	
	Native American	33.33 %	100.00 %	0.00 %		0.00 %	0.00 %	0.00 %		80.00 %	50.00 %	0.00 %		20.00 %	0.00 %	0.00 %	
	Asian	83.33 %	83.33 %	100.00 %		0.00 %	0.00 %	0.00 %		25.00 %	13.33 %	14.29 %		20.83 %	6.67 %	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	100.00 %	100.00 %	100.00 %		0.00 %	0.00 %	0.00 %		50.00 %	33.33 %	0.00 %		16.67 %	33.33 %	50.00 %	
	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 %	66.38 %	64.33 %	63.59 %	15.73 %	0.00 %	0.00 %	0.00 %	8.55 %
	Male	0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %		65.84 %	59.66 %	58.82 %		0.00 %	0.00 %	0.00 %	
	Female	0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %		67.26 %	73.17 %	74.58 %		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 %		71.43 %	76.74 %	75.86 %		0.00 %	0.00 %	0.00 %	
	Low SES	0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %		84.21 %	92.54 %	80.00 %		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 %		90.91 %	100.00 %	100.00 %		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 %		63.10 %	58.56 %	60.61 %		0.00 %	0.00 %	0.00 %	
	Black	0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %		75.81 %	87.50 %	81.25 %		0.00 %	0.00 %	0.00 %	
	Hispanic	0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %		84.62 %	90.91 %	40.00 %		0.00 %	0.00 %	0.00 %	
	Native American	0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %		40.00 %	50.00 %	0.00 %		0.00 %	0.00 %	0.00 %	
	Asian	0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %		96.00 %	100.00 %	100.00 %		0.00 %	0.00 %	0.00 %	
	Native Hawaiian	0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %		100.00 %	100.00 %	0.00 %		0.00 %	0.00 %	0.00 %	
	2 or More Races	0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %		83.33 %	100.00 %	100.00 %		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 Ag, Food & Natural Resources	2 Architecture & Construction	3 Arts, A/V Technology & Communications	4 Business Management & Administration	5 Education & Training	6 Finance	7 Government & Public Administration	8 Health Science	9 Hospitality & Tourism	10 Human Services	11 Information Technology	12 Law, Public Safety, Corrections & Security	13 Manufacturing	14 Marketin
Gender														
Female	0	4	87	114	0	23	0	287	8	356	6	0	40	125
Male	0	117	49	183	0	64	0	89	8	173	51	0	280	249
Race														
American Indian or Alaskan Native	0	1	2	4	0	3	0	3	0	11	1	0	9	2
Asian	0	2	12	14	0	3	0	15	0	20	6	0	17	3
Black or African American	0	6	31	35	0	8	0	53	6	98	3	0	31	35
Hispanic/Latino	0	0	4	10	0	1	0	4	0	18	1	0	12	9
Native Hawaiian or Other Pacific Islander	0	0	2	1	0	0	0	0	0	2	0	0	0	1
White	0	109	85	233	0	71	0	300	10	373	43	0	244	321
Two or More Races	0	3	0	0	0	1	0	1	0	7	3	0	7	3
Special Populations Categories														
Individuals with Disabilities	0	24	15	30	0	5	0	39	2	77	14	0	81	20
Individuals from Economically Disadvantaged Families	0	22	52	61	0	14	0	80	8	175	9	0	104	47
Individuals Preparing for Non-Traditional Fields	0	121	136	86	0	0	0	376	16	494	57	0	320	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	5	26	25	0	1	0	24	2	43	1	0	27	2
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	414	501	796	0	194	0	1,271	60	1,847	195	0	1,172	817

In reviewing your student performance data, describe:

Program strengths:

Strong enrollment in manufacturing, human services, health science and marketing Graduation rates are strong in most demographics ELL Graduation Rate increase each year

Enrollment and/or performance gaps:

Agriculture career cluster has no enrollments Male and Female student performance in reading has steadily declined Hispanic student performance in reading, math and non-trad declined significantly in the 2018-19 school year. Black and Native American student graduation rate declined significantly in the 2018-19 school year

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?

Employ CTRE, CTBSE or CTE Tutor to assist students to overcome academic barriers. Ensure that the CTRE/CTBSE/Tutor has access to applicable course materials. Ensure that the staff listed above are included in Building Level Support Teams or similar. CTRE Programs should be prepared with goal-setting systems that promote intrinsic motivation as a routine part of the program. For students with disabilities, consultation with Vocational Rehabilitation's Pre-Ets Program should be made prior to any attempt to de-select those students from participation. Every consideration for reasonable accommodations should be made. Individuals involved in the school's registration process should be acquainted with CTE programs and the supports available to help students succeed in those courses. Professional development (such as NDACTSNE Spring Training) focused on understanding special population student issues and strategies, including building cultural competencies as needed.

2. What programs are designed to enable special populations to meet the local levels of performance?

CTRE/CTBSE/Tutor Programs dedicated to the success of CTE special population students. General tutoring support; Building Level Support Teams (including after school academic services). Multi-tiered systems of support (but only when they are properly implemented; i.e., do not remove the students opportunity to enroll in CTE.) Access to school nurse.

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?

Existing work-based learning opportunities available through Job Service, Vocational Rehabilitation, Special Education grants, Cooperative Learning. For students with disabilities, a Pre-Ets consultation would be useful to assess accommodations/modifications. Collaboration between CTRE/CTBSE, Career Advisors and VR Reps would boost the quality of work-based learning opportunities for special population students.

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)]*

Program Name: Building Trades
In-Progress: Yes
Compliant: No

Size:
121 students are enrolled in the architecture and construction career cluster

Scope:
4 credits in the Building Trades 2 credits in Building Trades I (17100) 1 credit in Building Trades II (17117) Drafting Technology 1 - (17130)

Quality:
Non-trad (male/female ratio) enrollment numbers are low Program has a qualified and certified instructor who engages in professional development Quality facility that is well equipped and barrier free is provided for student learning Program advisory committee is in place with required stakeholders and meets twice annually Leadership opportunities are provided to students through Skills USA (CTSO)

Notes:
In order to address the non-trad inequity, Career Development Counselors are organizing a non-trad enrollment fair.

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
Building Trades	The WDC In-Demand list identifies carpenters, plumbers, electricians and HVAC technicians as high demand occupations	Construction and extraction occupational family is in the top 10 of job openings for Region 5 There are 135 monthly job openings for Construction Laborers	Industry advisory committee members (local employers) agree that state and regional data aligns with local needs.

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
Agriculture	Intro to Ag Agriscience Technology I and II Agriculture III Cooperative Work Experience - SAE	Local industry advisory committees state there is a need to incorporate precision ag in our CTE offerings.

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

	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	32	30	35	3	3	3
CTE Other Faculty	1	1	1	5	5	5
CTE Instructional Support	3	3	3	3	3	3
CTE Counselors	3	3	3	3	3	3
CTE Others	0	0	0	0	0	0
Totals:	39	37	42	14	14	14

Local CTE Program Summary of Recruitment Efforts

School district actively engages with the university system to locate new graduates Active engagement with industry associations to locate individuals with an interest to transition out of industry into the classroom

Local CTE Program Summary of Retention Efforts

CTE Educators are awarded a retention bonus

Describe Professional Development Workshops offered

NDCTE Professional Development Conference NDCEL NDCTEA Workshop NDCTE Administrators quarterly meetings Equity Training Career Resource Network Workshop Cross Discipline Collaboration Conference School district actively engages with the university system to locate new graduates Active engagement with industry associations to locate individuals with an interest to transition out of industry into the classroom

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

Representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators

Type	Name	Organization/Title	Email/Contact Information

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

Parents and students

Type	Name	Organization/Title	Email/Contact Information

Representatives of special populations

Name	Organization/Title	Email/Contact Information

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

Representatives of Indian Tribes and Tribal organizations in the State, where applicable

Name	Organization/Title	Email/Contact Information

Any other stakeholders that the eligible agency may require the eligible recipient to consult

Name	Organization/Title	Email/Contact Information