COMPREHENSIVE LOCAL NEEDS ASSESSMENT

Career and Technical Educational Programs

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Purpose of Document

The purpose of this document is to assist in preparing the content of a Comprehensive Needs Assessment.

The following pages contain information that will help LEAs understand and develop a needs assessment.

By the time you have read this document, you should understand the following:
- The purpose of a Comprehensive Needs Assessment
- The required components of a Comprehensive Needs Assessment
- How to write a SMART goal, strategies, and action steps

Why must I do a Needs Assessment?

The reauthorization of Perkins V contains a new requirement. Local recipients of Perkins funding must now complete a Local Needs Assessment which must be included in each local application. There are five requirements for the Local Comprehensive Needs Assessment:

- Evaluation of student performance by subgroup on Perkins core indicators.
- Description of the CTE programs offered (size, scope, quality and alignment).
- Evaluation of the progress toward implementing CTE programs and programs of study.
- Description of recruitment, retention and training for CTE educators and support professionals.
- Description of progress toward implementing equal access to CTE for all students.

How often?

The Local Needs Assessment should be part of an <u>ongoing</u> performance management cycle that includes both longer range performance goals and shorter-cycle implementation targets.

The Local Needs Assessment must be completed on a **<u>biennial basis</u>** with a review of progress during the odd year. The assessment (or review) must be **completed prior** to the completion of the grant application and must be uploaded each year in the Related Documents area of the grant application before grants can be approved.

What is a Comprehensive Needs Assessment and why is it so important?

A "**need**" is a discrepancy or gap between "what is" and "what should be."
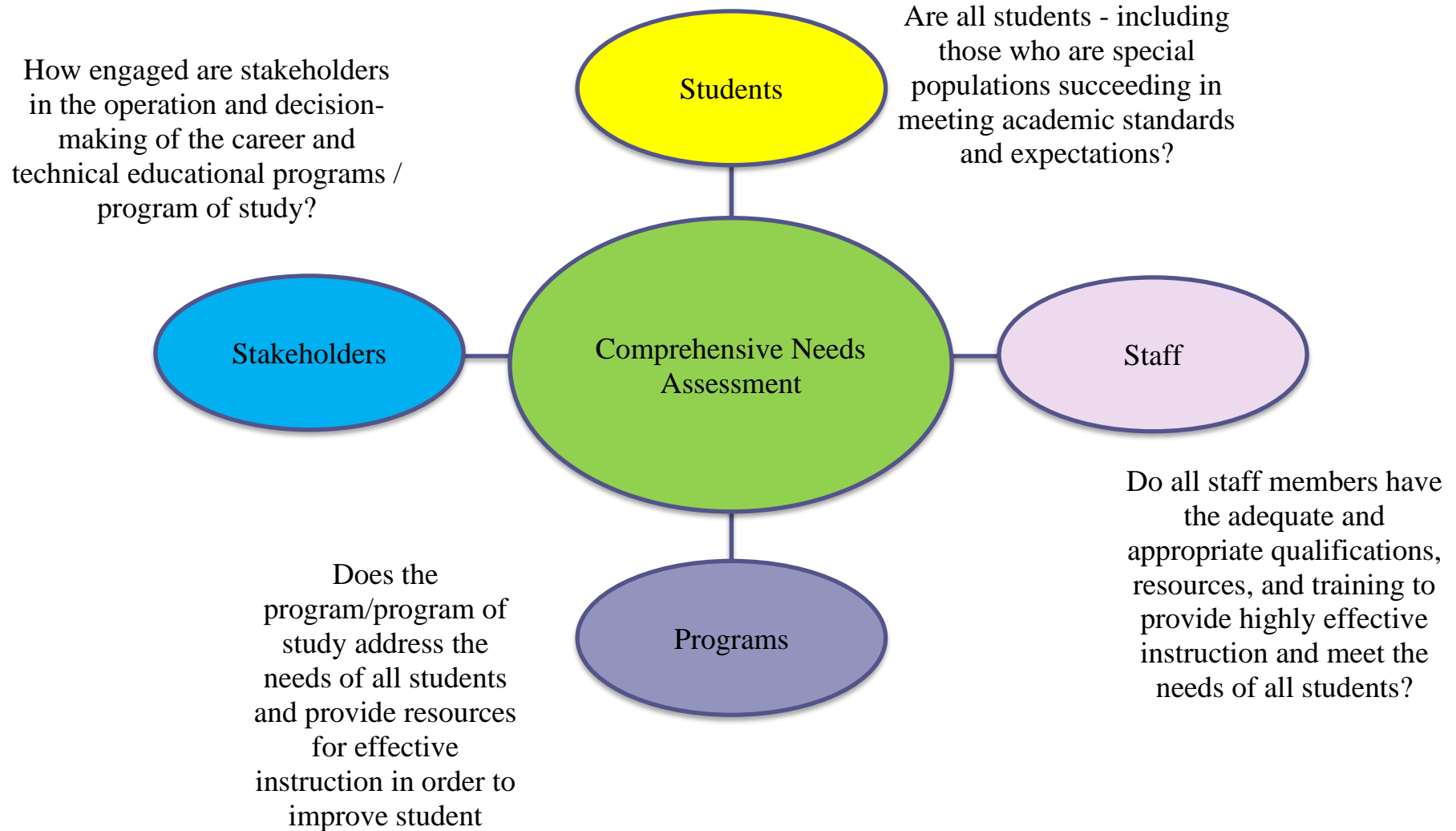
A **Needs Assessment** is a systematic set of procedures that are used to determine needs, examine their nature and causes, and set priorities for future action.   They are conducted to determine the needs of people – i.e., receivers of the services provided by an organization. In education, the receivers of the services are students and their parents.

A **Comprehensive Needs Assessment** takes into account needs identified in other parts of a system. In education, the Comprehensive Needs Assessment determines the needs of those who receive the academic service (students), the providers of the academic services (school staff), and the structure and system of the organization (academic programs, assessment and evaluation, resources).

A Comprehensive Needs Assessment consists of the following steps:

1. **Identify Planning Team (stakeholders).**
2. **Identify data sources (stakeholders engage in a review of focused data).**
3. **Analyze the data.**
4. **Identify areas of growth and strength (what is working).**
5. **Identify areas of need (what is not working).**
6. **Prioritize needs.**

COMPREHENSIVE NEEDS ASSESSMENT

How engaged are stakeholders in the operation and decision-making of the career and technical educational programs / program of study?

Are all students - including those who are special populations succeeding in meeting academic standards and expectations?

Students

Stakeholders

Comprehensive Needs Assessment

Staff

Do all staff members have the adequate and appropriate qualifications, resources, and training to provide highly effective instruction and meet the needs of all students?

Does the program/program of study address the needs of all students and provide resources for effective instruction in order to improve student

Programs

What are the Benefits?

Strengths and weaknesses of a school and/or LEA can be determined. Understanding the context and constraints of the school and/or LEA can be evaluated. Perform a root-cause analysis and develop an improvement plan. Overall the process of completing a local needs assessment is about helping you make more formal decisions about your programs, using data to ensure your local CTE programs help create success for students and employers.

Who should participate in the Needs Assessment Process?

Local recipients are required to engage a diverse body of **lead team participants** who will lead in the planning and implementation of the needs assessment. They will also assist in reviewing and analyzing the data results to support cross-sector coordination. Perkins V names, at a minimum, the following participants who should engage in the initial needs assessment, local application development and ongoing consultation:

- CTE program representatives at the secondary and postsecondary levels
- Teachers,
- Faculty,
- Administrators,
- Career guidance
- Advisement professionals
- State or local workforce development board representatives
- Representatives from a range of local businesses and industries
- Parents and students
- Representatives of special populations
- Representatives from agencies serving at-risk, homeless and out-of-school youth.

How to Write SMART Goals

What are SMART Goals?

Strategic and Specific: Based on an analysis of data and deemed a priority by the LEA and indicates specific groups of students, content areas, and behaviors.

Measurable: Uses specific instruments or tools to measure impact, progress, and success.

Attainable: Targeted objectives are doable and realistic without being uninspiring.

Results Based: Describes a specific outcome in terms of student learning/achievement results.

Time Bound: Specifies when the goal will be accomplished or measured to determine impact.

SMART Goal Measurement Statement

[What] for [who] will [measurement] based upon [evidence/ tool] during the [timeframe].

Who	The target population or subgroup
What	The focus of the goal
Measurement	The target assessment objective written as a quantifiable action (e.g. *increase, improve, maintain, decrease*) that includes the results (written as a percentage) from the previous year
Evidence/Tool	The measurement tool or evidence used to gauge success
Timeframe	The current academic year

EXAMPLES

Reading proficiency for students in grades 3-8 will increase from 57% to 79% or more based upon performance on the AIMS Reading exam during the 2011-2012 academic year.

Graduation rate for the Class of 2012 will increase from 90% to 95% or more based upon successful completion of LEA graduation requirements during the 2011-2012 academic year.

How to Write SMART Goals

SMART Goals in education, are used to help educators develop clear plans. SMART goals follow the acronym: specific, measurable, achievable, relevant, and time-bound.

Specific - **S**

When setting a goal, be specific about what you want to accomplish. Think about this as the mission statement for your goal. This isn't a detailed list of how you're going to meet a goal, but it should include an answer to the popular 'w' questions:

- Who – Consider who needs to be involved to achieve the goal (this is especially important when you're working on a group project).

- What – Think about exactly what you are trying to accomplish and don't be afraid to get very detailed.

- When – You'll get more specific about this question under the "time-bound" section of defining S.M.A.R.T. goals, but you should at least set a time frame.

- Where – This question may not always apply, especially if you're setting personal goals, but if there's a location or relevant event, identify it here.

- Which – Determine any related obstacles or requirements. This question can be beneficial in deciding if your goal is realistic. For example, if the goal is to open a baking business, but you've never baked anything before, that might be an issue. As a result, you may refine the specifics of the goal to be "Learn how to bake in order to open a baking business."

- Why – What is the reason for the goal? When it comes to using this method for employees, the answer will likely be along the lines of company advancement or career development.

Measurable - **M**

What metrics are you going to use to determine if you meet the goal? This makes a goal more tangible because it provides a way to measure progress. If it's a project that's going to take a few months to complete, then set some milestones by considering specific tasks to accomplish. Milestones are a series of steps along the way that when added up will result in the completion of your main goal.

- As the "M" in SMART states, there should be a source of information to measure or determine whether a goal has been achieved.

- The M is a direct (or possibly indirect) indicator of what success for a particular goal will look like.

- Sometimes measurement is difficult and managers and employees will need to work together to identify the most relevant and feasible data sources and collection methods.

- Data collection efforts needed to measure a goal can be included in that goal's action plan.

- Even if a perfect, direct measurement source is not immediately feasible for a given goal, the discussion about the desired end result (why this goal is important) and what the measurement options are (what success might look like) is an important and valuable part of performance planning.

- Measurement methods can be both quantitative (productivity results, money saved or earned, etc.) and qualitative (client testimonials, surveys, etc.).

Achievable - **A**

This focuses on how important a goal is to you and what you can do to make it attainable and may require developing new skills and changing attitudes. The goal is meant to inspire motivation, not discouragement. Think about:

- how to accomplish the goal,

- if you have the tools/skills needed,

- if not, consider what it would take to attain them.

Relevant - **R**

Relevance refers focusing on something that makes sense with the broader business goals. For example, if the goal is to launch a new program or service, it should be something that's in alignment with the overall business/department objectives. Your team may be able to launch a new program, but if your division is not prioritizing launching that type of new programs, then the goal wouldn't be relevant.

Time-Bound - **T**

Anyone can set goals, but if it lacks realistic timing, chances are you're not going to succeed. Providing a target date for deliverables is imperative. Ask specific questions about the goal deadline and what can be accomplished within that time period. If the goal will take three months to complete, it's useful to define what should be achieved half-way through the process. Providing time constraints also creates a sense of urgency.

S.M.A.R.T. Goals

Creating S.M.A.R.T. Goals help you identify if what you want to achieve is realistic and determine a deadline. When writing S.M.A.R.T. Goals use concise language, but include relevant information. These are designed to help you succeed, so be positive when answering the questions.

Initial Goal *(Write the goal you have in mind)*:

[ ]

1. Specific *(What do you want to accomplish? Who needs to be included? When do you want to do this? Why is this a goal?)*:

[ ]

2. Measurable *(How can you measure progress and know if you've successfully met your goal? What data will be used to measure the goal?)*:

[ ]

3. Achievable *(Do you have the skills required to achieve the goal? Is it doable?)*:

[ ]

4. Relevant/Realistic *(Why am I setting this goal now? Is it aligned with overall objectives?)*:

[ ]

5. Time-bound *(What's the deadline and is it realistic?)*:

[ ]

Career and Technical Education (CTE) Program of Study Comprehensive Local Needs Assessment Tool

Use of Perkins V funding is based on the results of the local needs assessment. **Activities and expenditures** should not be included in a grant application if the district **cannot** demonstrate a need based on the comprehensive needs assessment.

- **The Local Needs Assessment must be completed on a <u>biennial basis</u> with a review of progress during the odd year. The assessment (or review) must be completed <u>prior</u> to completion of the grant application. The most recent Local Needs Assessment must be dated and uploaded into the Related Documents area of the grant application before grant approval will be given.**

LEA Name: _____ **Date:** _____

Needs Assessment Lead Coordinator: _____

Comprehensive Needs Assessment Leadership Team

Representative	Name	Position	Signature	Date
Administration				
Secondary				
PostSecondary				
District Office				
Special Populations				
Student				
Community / Business/ Workforce Development				
Parent				

Career and Technical Education (CTE)

Program of Study Comprehensive Local Needs Assessment

Evaluation & Accountability

Choose the statement within each element which best matches your district.

Rating	1 This is a strength	2 This is satisfactory	3 This is an area we need to improve	4 This area needs major improvement	Briefly list strengths and/or areas of focus for improvement. Indicate evidence reviewed.
Develops and implements evaluations of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met.					
Monitors career and technical education program/programs of study for effectiveness and compliance and collects student data and evaluations and submits required reports in a timely manner.					
Periodically reviews the results of relevant career and technical education evaluation activities and makes adjustments to plans as needed.					

Career Exploration/Career Development

Choose the statement within each element which best matches your district.

Rating	1 This is a strength	2 This is satisfactory	3 This is an area we need to improve	4 This area needs major improvement	Briefly list strengths and/or areas of focus for improvement. Indicate evidence reviewed.
Provides career exploration and career development activities through an organized, systematic framework designed to aid students, including middle grades, before enrolling and participating in a career or technical education program, in making informed decisions about future education and career opportunities and programs of study.					
Provides opportunities/activities focused on career exploration and career awareness including of nontraditional fields and have readily available career and labor market information including on occupational supply and demand, educational requirements, information on careers aligned with economic priorities and employment sectors.					
Offers programs and activities related to the development of student graduation and career plans, career guidance and academic counselors that provides information on postsecondary education and career options (if applicable).					

PROFESSIONAL DEVELOPMENT

Choose the statement within each element which best matches your district.

Rating	1 This is a strength	2 This is satisfactory	3 This is an area we need to improve	4 This area needs major improvement	Briefly list strengths and/or areas of focus for improvement. Indicate evidence reviewed.
Provides professional development for career and technical education teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals.					
Offers professional development supporting individualized academic and career and technical education instructional approaches, including teaching the integration of academic content, embedding professional skills and teaching educational standards and curricula.					
Provides teachers, faculty, school leaders and administrators, specialized instructional support personnel, career guidance or academic counselors, or paraprofessionals as appropriate, with opportunities to advance knowledge, skills and understanding of all aspects of an industry, including the latest workplace equipment, technologies, standards and credentials.					
Provides training for teachers, faculty, school leaders and administrators, specialized instructional support personnel, career guidance or academic counselors, or paraprofessionals as appropriate, in frameworks to effectively teach students including a focus on students who are members of special populations.					

Rating	1 This is a strength	2 This is satisfactory	3 This is an area we need to improve	4 This area needs major improvement	Briefly list strengths and/or areas of focus for improvement. Indicate evidence reviewed.
Provides professional development which supports the coordination with ADE and or institutions of higher education, on recruitment, preparation, and retention of career and technical educational faculty. **(Secondary Only)**					

Skill Development

Choose the statement within each element which best matches your district.

Rating	1 This is a strength	2 This is satisfactory	3 This is an area we need to improve	4 This area needs major improvement	Briefly list strengths and/or areas of focus for improvement. Indicate evidence reviewed.
Provides career and technical education programs that ensure they will have the skills necessary to pursue careers in high skill, high-wage or in-demand industry sectors or occupations.					
Provides the opportunity for students, including members of special populations, to learn about school career and technical education programs/ program of study.					
Offers programs/program of study with non-duplicative sequence of courses, (including technical education and applied technology education) which are directly related to the preparation of individual employment in current or emerging occupations requiring an industry-recognized credential, certificate or degree.					
Provides additional steps to inform/recruit special populations into career and technical education programs.					

Rating	1 This is a strength	2 This is satisfactory	3 This is an area we need to improve	4 This area needs major improvement	Briefly list strengths and/or areas of focus for improvement. Indicate evidence reviewed.
Provides opportunities for students to participate in real-life work experience through career and technical education Work-Based Learning (WBL) programs.					
Convenes meetings with employer associations and labor representatives to achieve buy-in for the creation of more meaningful Work-Based Learning programs connected to school curriculum.					
Collaborates with community representatives and local workforce development to explore and develop initiatives to improve access to workforce training, and to ensure quality experiences for students and employers. **(Postsecondary only)**					

Academic Integration

Choose the statement within each element which best matches your district.

Rating	1 This is a strength	2 This is satisfactory	3 This is an area we need to improve	4 This area needs major improvement	Briefly list strengths and/or areas of focus for improvement. Indicate evidence reviewed.
Provides programs that integrate coherent and rigorous content aligned with State academic standards that will improve student's academic and technical skills and that ensure that students receive a well-rounded education.					
Supports the integration of academic skills that will enable CTE participants at the secondary school level to meet challenging academic standards.					
Collaborates with academic and career and technical education teachers work to integrate math, science, and literacy components into career and technical education programs/programs of study.					

Increase Student Achievement

Choose the statement within each element which best matches your district.

Rating	1 This is a strength	2 This is satisfactory	3 This is an area we need to improve	4 This area needs major improvement	Briefly list strengths and/or areas of focus for improvement. Indicate evidence reviewed.
Provides programs that integrate coherent and rigorous content aligned with State academic standards that will improve student's academic and technical skills and that ensure that students receive a well-rounded education.					
Ensures equal access for all special population students to career and technical education courses, programs/programs of study, in a non-discriminatory manner.					
Provides activities to prepare special populations for high-skill, high wage, or in-demand industry sectors or occupations that will lead to self-sufficiency and that prepare them for non-traditional fields.					
Provides opportunities for CTE students to participate in accelerate learning programs and gain postsecondary credit such as dual or concurrent enrollment programs, early college high schools, and as part of their career and technical education program of study.					

Rating	1 This is a strength	2 This is satisfactory	3 This is an area we need to improve	4 This area needs major improvement	Briefly list strengths and/or areas of focus for improvement. Indicate evidence reviewed.
Provides participants with access to industry-recognized certification examinations or other assessments leading toward a recognized post-secondary credential.					
Academic/career and technical education teachers utilize student data to identify gaps in performance.					

Performance Measures

- *As part of your comprehensive needs assessment, it is important to include a review of your performance measures. Recipients must use this form to review levels of performance.*

- *Recipients must identify and address any disparities or gaps in performance among population subgroups [§134(b)(9)].*

In the space provide, please complete the rating for each performance measure.

Rating	Met	Not Met for at least one but not more than two consecutive years	Not Met three consecutive years or more	Any disparities or gaps in performance among population subgroups? Briefly list your primary areas of focus
Performance Measure #1				
Performance Measure #2				
Performance Measure #3				
Performance Measure #4				
Performance Measure #5				
Performance Measure #6				

*The assessment (or review) must be **completed prior** to grant application approval.