1 Comprehensive Local Needs Assessment
What is the Comprehensive Local Needs Assessment?

A systematic set of procedures used to determine needs, examine causes and set priorities for future action.
Stakeholder Engagement

Local Needs Assessment

Equity Audit

Local Application
Carl D. Perkins V State Plan

On July 31, 2018, the Strengthening Career and Technical Education for the 21st Century Act, or Perkins V, was signed into law. This legislation requires states to submit a transition plan to the US Department of Education before a final plan is developed.

» Carl D. Perkins V Transition Plan

» Strengthening Career and Technical Education for the 21st Century Act - Stakeholder Engagement Plan

CARL D. PERKINS V STATE PLAN STAKEHOLDER ENGAGEMENT NOTES

» Perkins V Comprehensive Stakeholder Engagement Minutes - 06/28/19

COMPREHENSIVE LOCAL NEEDS ASSESSMENT AND APPLICATION

» Comprehensive Local Needs Assessment and Application Guidebook

» Comprehensive Local Needs Assessment and Application Workbook
Local Implementation

Step 1: Identify and Create a Local Leadership Team

Step 2: Identify Stakeholders and Develop Stakeholder Engagement Plan

Step 3: Gather Data and Materials for Comprehensive Local Needs Assessment

Step 4: Engage Stakeholders in Comprehensive Local Needs Assessment

Step 5: Discuss & Record Findings

Step 6: Merge Findings and Set Priorities

Step 7: Complete Local Application
Parts of the Comprehensive Local Needs Assessment

- Part A: Evaluation of Student Performance
- Part B: Evaluation of Program Quality
- Part C: Progress Towards Implementing CTE Programs of Study
- Part D: Recruitment, Retention, and Training of Faculty & Staff
- Part E: Improving Access & Equity
## Comprehensive Local Needs Assessment Example

### Part A - Evaluation of Student Performance

<table>
<thead>
<tr>
<th>Question</th>
<th>Current Status</th>
<th>Goals</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most Coven: Work-Based Learning Opportunities; Please also include a breakdown of programs and courses offered</td>
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<tr>
<td>1. What internal systems and processes are in place to ensure accurate and clear data reporting to CMS and/or IEP? How is the data reviewed and confirmed by all relevant parties?</td>
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<td>2. Which career-technical education programs are performing above the state determined levels of performance and which programs are performing below?</td>
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**EQUITY-FOCUSED QUESTIONS**

<table>
<thead>
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<th>Strategies</th>
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</thead>
<tbody>
<tr>
<td>3. How are each of the identified special populations performing on the federal accountability indicators at local recipient level? If available, how are the identified special populations performing per career-technical education career field pathway/program?</td>
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</tbody>
</table>

### Summary of Priorities
2 Expectations of Stakeholders
Who should participate?

- Representatives of CTE programs including teachers, instructors, and faculty
- Career guidance and advisory professionals
- Administrators, principals
- Specialized instructional support personnel and paraprofessionals
- Representatives of local workforce development board/regional economic development organizations, and local business and industry
Who should participate?

- Representatives of special populations
- Representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth
- Locally defined stakeholders as needed
Stakeholder Roles

Stakeholders will be consulted to:
1) Provide input on annual updates to the comprehensive needs assessment;
2) Ensure programs of study are high-quality and aligned to employment needs
3) Identify and encourage opportunities for work-based learning; and
4) Ensure funding is used in a coordinated manner with other local resources.
Discussion Questions
Discussion

1. What steps have you taken to begin the implementation of this process?

2. What existing stakeholder committees do you currently operate that you could utilize? Who is missing from the required stakeholder list?

3. What facilitation methods will you use to engage stakeholders?

4. What additional resources do you need from the state?
Perkins V Opportunities for Equity

- Expanded stakeholder engagement
- Data for all special populations and subgroups
- Core element of Comprehensive Local Needs Assessment/Local Application
- State leadership set-asides
CTE Equity Initiatives

- **Equity Labs**
- **Increased Staff**
- **Equity Toolkit**
- **Quarterly Webinars**
- **Professional Development**
<table>
<thead>
<tr>
<th>Perkins V Special Populations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with Disabilities</td>
</tr>
<tr>
<td>Students from Economically Disadvantaged Families</td>
</tr>
<tr>
<td>Single Parents (including pregnant women)</td>
</tr>
<tr>
<td>Students preparing for Non-traditional Fields</td>
</tr>
<tr>
<td>English Learners</td>
</tr>
<tr>
<td>*Homeless Students</td>
</tr>
<tr>
<td>*Youth in or aged out of Foster Care</td>
</tr>
<tr>
<td>*Students with a parent on active military duty</td>
</tr>
</tbody>
</table>

*New Populations as of Perkins V*
Additional Subgroups

- Gender
- Race & Ethnicity
Percent of CTE Concentrators who left secondary education in 2018 who scored proficient or higher on the Reading Ohio Graduation Test or ELA End-of-Course exams

Reading Proficiency by Subgroup

- English Learner: 15.6%
- Students with Disabilities: 22.4%
- Single Parent: 25.9%
- Black, Non-Hispanic: 40.1%
- Economic Disadvantage: 42.5%
- Male: 48.1%
- Hispanic: 48.5%
- Multiracial: 50.2%
- All Students: 50.8%
- American Indian or Alaskan Native: 51.4%
- White, Non-Hispanic: 52.3%
- Female: 54.1%
- Asian or Pacific Islander: 62.1%
Percent of CTE Concentrators who left secondary education in 2018 who scored proficient or higher on the Mathematics Ohio Graduation Test or Math End-of-Course exams

Math Proficiency by Subgroup

- English Learner: 16.5%
- Students with Disabilities: 18.3%
- Single Parent: 20.3%
- Black, Non-Hispanic: 24.0%
- Economic Disadvantage: 31.2%
- Hispanic: 37.8%
- Multiracial: 38.8%
- Female: 40.9%
- American Indian or Alaskan Native: 41.2%
- All Students: 43.0%
- Male: 44.8%
- White, Non-Hispanic: 46.1%
- Asian or Pacific Islander: 54.7%
Percent of CTE Concentrators who left secondary education in 2018 who scored proficient or higher on the summative technical assessments aligned to their program.

Technical Skill Attainment by Subgroup:

- English Learner: 51.6%
- Black, Non-Hispanic: 60.5%
- Students with Disabilities: 61.2%
- Economic Disadvantage: 71.8%
- Male: 73.8%
- Hispanic: 74.2%
- Multiracial: 74.3%
- Single Parent: 74.9%
- Asian or Pacific Islander: 76.6%
- All Students: 77.3%
- White, Non-Hispanic: 80.0%
- Female: 81.5%
- American Indian or Alaskan Native: 82.9%
Percent of status-known CTE Concentrators who left secondary education in 2018 and went on to postsecondary education, advanced training, military service, or employment

Post Program Placement by Subgroup

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Single Parent</td>
<td>88.7%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>89.8%</td>
</tr>
<tr>
<td>English Learner</td>
<td>92.1%</td>
</tr>
<tr>
<td>Economic Disadvantage</td>
<td>92.2%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>93.1%</td>
</tr>
<tr>
<td>Black, Non-Hispanic</td>
<td>93.7%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>94.1%</td>
</tr>
<tr>
<td>Male</td>
<td>94.5%</td>
</tr>
<tr>
<td>All Students</td>
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<tr>
<td>Female</td>
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</tr>
<tr>
<td>White, Non-Hispanic</td>
<td>94.8%</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>95.3%</td>
</tr>
<tr>
<td>American Indian or Alaskan Native</td>
<td>97.0%</td>
</tr>
</tbody>
</table>
Percent of Instructors by Race

- American Indian or Alaskan Native: 0.03%
- Asian or Pacific Islander: 0.29%
- Black, Non-Hispanic: 4.11%
- Hispanic: 0.29%
- Multiracial: 0.21%
- White, Non-Hispanic: 91.75%

*Percentages may not add up to 100% due lack of reporting and/or rounding.
Discussion

• What surprised you? What didn’t surprise you?
• What are other ways ODE should be thinking about equity and access with regards to CTE?
• What other activities, supports and resources can ODE provide to close equity gaps?
  – Short term? Long term?
• What role can you/your organization play in expanding access/equity in CTE?
Perkins V Data and Accountability

- Concentrator Definition
- Special Populations
- Stakeholder Collaboration
- Perkins Performance Indicators
- Work-based Learning
- Technical Skill Attainment
Concentrator

The term ‘CTE concentrator’ means—
(A) at the secondary school level, a student served by an eligible recipient who has completed at least 2 courses in a single career and technical education program or program of study
Special Populations

Adds new categories of special population students to the definition in Perkins IV to reflect changes made under ESSA:

- Homeless individuals
- Youth with parents on active duty in the armed forces
- Youth who are in, or have aged out of, the foster care system
Stakeholder Collaboration

- Data & Accountability
- Local Needs Assessment & Application
- High-Quality Programs of Study
- Equity

Ohio Department of Education and Higher Education internal workgroups:
Using work from workgroups, drafts, sections of the State Plan.

Stakeholder Committee:
Reviews and provides feedback on State Plan.
Data & Accountability

Provide input on accountability measures

Provide commentary on data collection supports

Provide discussion on resources needed to implement data and accountability provisions of Perkins V

State Determined Levels of Performance Public Comment
Perkins Performance Indicators

• Graduation Rates
• Academic Proficiency
  – Reading/Language Arts
  – Mathematics
  – Science
• Post Placement
• Non-traditional Program Concentration
• Program Quality Indicators
  – Work-based Learning
  – Technical Skill Attainment
Work-based Learning

The term ‘work-based learning’ means sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, first-hand engagement with the tasks required of a given career field, that are aligned to curriculum and instruction.
Work-based Learning

• 250 hours
• Aligned to graduation requirements
• Begins in 9th grade
• Multiple buckets
(iv) Indicators of career and technical education program quality as follows:

(II) That may include any other measure of student success in career and technical education that is statewide, valid, and reliable, and comparable across the State.
Carl D. Perkins V State Plan

On July 31, 2018, the Strengthening Career and Technical Education for the 21st Century Act, or Perkins V, was signed into law. This legislation requires states to submit a transition plan to the US Department of Education before a final plan is developed.

On the Perkins V transition plan page, the text continues.

CARL D. PERKINS V STATE PLAN STAKEHOLDER ENGAGEMENT NOTES

Perkins V Comprehensive Stakeholder Engagement Minutes - 06/28/19

DATA & ACCOUNTABILITY STAKEHOLDER GROUP

Check back soon for notes from the Ohio ACTE workgroup meeting.

EQUITY STAKEHOLDER GROUP

Check back soon for notes from the Ohio ACTE workgroup meeting.

COMPREHENSIVE LOCAL NEEDS ASSESSMENT STAKEHOLDER GROUP

Local Needs Assessment Stakeholder Notes - 06/27/19

HIGH-QUALITY PROGRAM OF STUDY STAKEHOLDER GROUP

High-Quality Program of Study Stakeholder Notes - 06/27/19

Last Modified: 6/27/19 11:27:32 AM
Discussion

1. What issues do you anticipate with the new concentrator definition?
2. What systems do you currently have in place to offer work-based learning opportunities?
3. What strategies might be employed to track students for Post-placement?
4. What resources or supports could ODE provide to assist in reporting?
Questions?
Join the Conversation

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