

DRAFT

Federal Perkins V Comprehensive Local Needs Assessment and Local Application

A. Consultation

Identification of Team

The comprehensive local 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. (N/A may be used if the LEA does not have a required team member employed by their system).

Required Team Members

Position/Role	Name(s)
Superintendent/Assistant Superintendent	
School Administrator(s)	
CTAE Director	
Title I, Part A Director	
Homeless Liaison (McKinney-Vento Homeless)	
Neglected & Delinquent Coordinator	
Rural Education Initiative Coordinator	
Special Education Director	
Foster Care Point of Contact	
Title II Part A Coordinator	
Title III Director	
Title IV Director	
School Counselor(s)	
CTAE Teachers	
Specialized Instructional Support Personnel & paraprofessionals	
Work-Based Learning Coordinator	

Recommended and Additional Team Members

Position/Role	Name(s)
Human Resources Director	
High School Curriculum Director	
Academic Teacher(s)	

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

Position/Role	Title and Business/Industry or Agency	Name(s)
Representatives of career and technical education programs at postsecondary educational Institutions, including faculty and administrators		
Business Representatives		
Industries Representatives		
Representatives of state board or local workforce board		
CTAE Parents		
CTAE Students		
Representatives of Special Populations		
Representatives of Teacher Prep Programs		

Recommended and Additional Stakeholders

Position/Role	Title and Business/Industry or Agency	Name(s)
Chamber of Commerce representative		
Development Authority representative		
Department of Labor representative		
Military Liaison		
Local Head Start representatives (regular and/or migrant Head Start agencies)		
Family Connection Representative		

DRAFT

DRAFT

DRAFT

B. Comprehensive Local Needs Assessment (CLNA)

Data Collection and Analysis

Student Indicator Performance

Evaluating CTAE concentrators' performance on the core performance indicators

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

Which Core Performance Indicators are you meeting and not meeting? What are the root causes for meeting or not meeting these targets?	
---	--

How are learners in your CTAE programs performing on the CTAE Performance Indicators in comparison to non-CTAE learners? What are potential explanations for these differences?	
---	--

DRAFT

Equity and Access

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.

Exemplary	No disparities or gaps were noted for any subgroup	
Operational	Disparities and gaps do not exceed 10% or higher for any subgroup	
Emerging	One subgroup has a disparity or gap of 10% or higher.	
Not Evident	Multiple subgroups have a 10% or higher disparity or gap.	

What data was collected to conduct an Equity Gap Analysis? Describe how each data source was analyzed.	
---	--

<p>Identify and quantify the disparities or gaps in performance between any subgroup and the performance of CTAE concentrators from their comparison group on core performance indicators. Student subgroups with a count of less than 15 are denoted by “TFS” (too few students).</p> <p>(A) individuals with disabilities;</p> <p>(B) individuals from economically disadvantaged families, including low-income youth and adults;</p> <p>(C) individuals preparing for non-traditional fields;</p> <p>(D) single parents, including single pregnant women;</p> <p>(E) English learners;</p> <p>(F) homeless individuals described in section 725 of the McKinney Vento Homeless Assistance Act (42 U.S.C. 11434a);</p> <p>(G) youth who are in, or have aged out of, the foster care system; and</p> <p>(H) youth with a parent who-</p> <p>(i) is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and</p> <p>(ii) is on active duty (as such term is defined in section 101 (d)(1) of such title).</p>	
---	--

DRAFT

<p>Where do the biggest gaps in performance exist between groups of learners for each accountability indicator? What are the root causes of these gaps?</p>	
---	--

<p>Are there certain CTAE pathways in which specific special population groups are performing above average? Below average? What are the root causes of these differences?</p>	
--	--

DRAFT

DRAFT

Size, Scope, and Quality

Ensuring complete CTAE Pathways in at least two or more separate career clusters as defined as defined by Georgia Code Title 20. Education § 20-2-159.1 and based on FTE.

Exemplary	LEA exceeds the required number of complete CTAE Pathways in at least two or more separate career clusters as defined by Georgia Code Title 20. Education § 20-2-159.1 and based on FTE. Each program of study offered by the LEA has more than one of the following characteristics: High-skill, high-wage or local in-demand occupation.	
Operational	LEA meets the required number of complete CTAE Pathways in at least two or more separate career clusters as defined by Georgia Code Title 20. Education § 20-2-159.1 and based on FTE. Each program of study offered by the LEA has at least one of the following characteristics: High-skill, high-wage or local in-demand occupation.	
Emerging	LEA has a gap of the full 2 complete CTAE Pathways in at least two or more separate career clusters being offered at the LEA’s high school. The LEA’s program of study does not represent all of the following characteristics: High-skill, high-wage or local in-demand occupation.	
Not Evident	LEA has no evidence of a full CTAE program.	

How many CTAE pathways are offered? How many Career Clusters? How do these numbers align with the state-required number of CTAE Pathways?	
---	--

How fully are your pathways aligned and articulated across secondary and postsecondary education?	
---	--

DRAFT

<p>To what degree are learners in your pathways earning recognized postsecondary credentials of value? Which credentials? How does credential attainment vary across pathways? Across student groups?</p>	
---	--

<p>How are you being intentional about educating and providing supports for learners with disabilities, English learners, part-time students and other special populations in pathways leading to high-skill, high-wage or in-demand industry sectors or occupations?</p>	
---	--

<p>To what degree are your facilities and equipment adequate given your pathway offerings, student enrollment and labor market needs?</p>	
---	--

<p>To what degree do learners in some or all of your pathways have opportunities to participate in career technical student organizations (CTSOs)? How integrated are CTSOs with the pathway curriculum? How does this vary across pathways? Across student groups?</p>	
---	--

DRAFT

Labor Market Alignment

Evaluating the current and future CTAE pathways.

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

What industries are projected to grow the most in Georgia, your region, or local area in the short, medium and long terms? Which of these occupations meet a state-determined definition of "high skill" and/or "high wage?"	
--	--

To what degree do your CTAE pathway offerings expose learners to all the high-skill, high-wage and in-demand industry sectors or occupations in your region? Where are there gaps?	
--	--

Which pathways have no or insufficient employer engagement?	
---	--

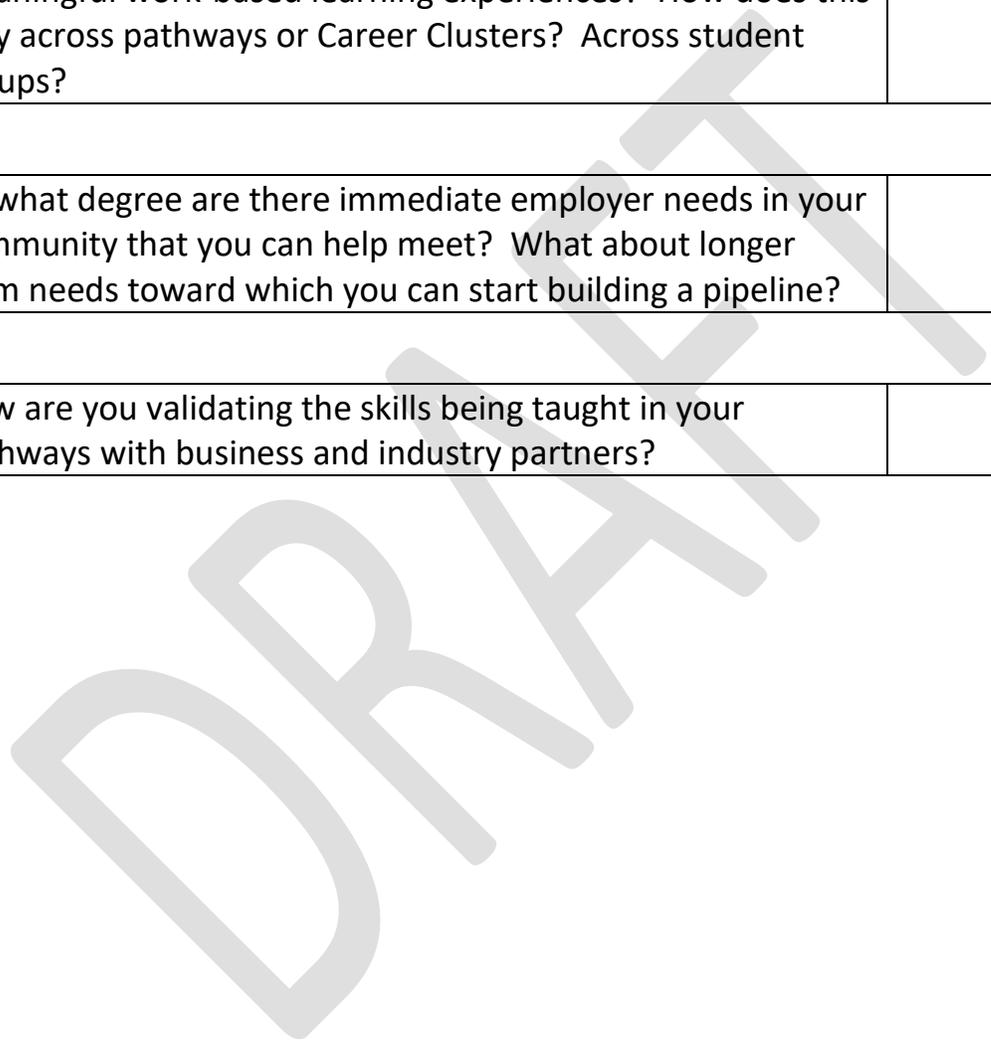
DRAFT

What is the involvement of secondary partners, postsecondary partners and employer/industry partners in the development, implementation and phasing out/closure of CTAE pathways?	
---	--

To what degree are learners in your pathways completing meaningful work-based learning experiences? How does this vary across pathways or Career Clusters? Across student groups?	
---	--

To what degree are there immediate employer needs in your community that you can help meet? What about longer term needs toward which you can start building a pipeline?	
--	--

How are you validating the skills being taught in your pathways with business and industry partners?	
--	--



DRAFT

Recruitment, Retention, and Professional Learning

Establishing and implementing processes to improve the quality of CTAE teachers, leaders, and staff through recruitment, retention and professional development with special attention paid to diversity in the profession.

Exemplary	The LEA CTAE teaching staff is made up of a diverse group of professional individuals who have been in their current position 3 years or more. Each CTAE teacher has a professional development plan in place.	
Operational	The LEA has a ten percent (10%) or less turnover in CTAE staff for the last 3 years. Ninety percent (90%) of the CTAE teaching staff has been in their current role for at least 3 years and has a professional development plan in place. (CTAE teachers who are promoted within the county are exempt from the ten percent (10%) turnover in personnel)	
Emerging	The LEA has a fifteen percent (15%) or less turnover in CTAE staff for the last 3 years. Eighty-five percent (85%) of the CTAE teaching staff has been in their current role for at least 3 years. (CTAE teachers that are promoted within the county are exempt from the fifteen percent (15%) turnover in personnel)	
Not Evident	The LEA has had sixteen percent (16%) or more turnover in the last 3 years.	

Which programs do you need to develop or recruit faculty and staff due to looming retirements, growing student interest and/or emerging priority employment areas?	
--	--

How diverse is your faculty and staff? To what degree does it reflect the demographic makeup of your student body? What are the root causes of any gaps? What processes are in place to recruit new educators?	
--	--

DRAFT

To what degree do faculty, staff and administrators have opportunities to work with and learn directly from representatives of business and industry?	
---	--

Do instructors strive to upgrade skills and knowledge by attending conferences, conventions, college courses, staff development, in-service training, and/or other sources of professional development?	
---	--

DRAFT

DRAFT

Career Counseling and Guidance

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

Exemplary	All Georgia career guidance requirements are met for all students grades 6—12 via the implementation of Georgia’s comprehensive school counseling model program which includes aptitude testing. Parents, teachers, and advisors collaborate in developing students’ 5-year individual graduation plans to document courses needed to complete the high school diploma, career goals, and the steps needed to achieve said goals post-high school graduation.	
Operational	All Georgia career guidance requirements are met for all students grades 6—12 via the implementation of Georgia’s comprehensive school counseling model program which includes aptitude testing. Parents, teachers, and advisors collaborate in developing students’ 4-year individual graduation plans to document courses needed to complete the high school diploma.	
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	

To what degree are student groups taking part in CTAE at disproportionate levels, in comparison to the overall student population, at the eligible recipient and program levels? Which groups are over- and under-represented, particularly in programs leading to high-skill, high-wage or in- demand industry sectors or occupations? What are the root causes of these gaps?	
---	--

DRAFT

<p>How and when do you recruit students into your programs? Are you reaching all students, including students from groups identified as special populations? Consider where and how you conduct outreach.</p>	
---	--

<p>What barriers prevent certain populations of learners from taking part in embedded activities such as work-based learning, accelerated credit (including dual enrollment) and CTSOs? What are the root causes of these barriers? Which student groups are most affected by these barriers?</p>	
---	--

DRAFT

Root Cause Analysis - Part A

Overarching Need # 1

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

Additional Considerations	
---------------------------	--

Overarching Need # 2

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

Additional Considerations	
---------------------------	--

Overarching Need # 3

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

Additional Considerations	
---------------------------	--

Root Cause Analysis - Part B

Overarching Need:

Root Cause #1

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	
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	
Additional Considerations	

Root Cause #3

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	
Additional Considerations	

DRAFT

LOCAL APPLICATION FOR CAREER AND TECHNICAL EDUCATION PROGRAMS

A. Description of the results of the Comprehensive Needs Assessment

- Overarching Need #1
- Overarching Need #2
- Overarching Need #3

B. State Determined Performance Levels

a. 1S1 – Four-Year Graduation Rate

Accept State Average Determined Performance Level –
Negotiate Local Level of Performance
Local Average Level of Performance - Baseline
Rationale for unanticipated circumstances

b. 1S2 – Extended Graduation Rate

Accept State Average Determined Performance Level –
Negotiate Local Level of Performance
Local Average Level of Performance - Baseline
Rationale for unanticipated circumstances

c. 2S1 – Academic Proficiency in Reading/Language Arts

Accept State Average Determined Performance Level –
Negotiate Local Level of Performance
Local Average Level of Performance - Baseline
Rationale for unanticipated circumstances

d. 2S2 – Academic Proficiency in Mathematics

Accept State Average Determined Performance Level –
Negotiate Local Level of Performance
Local Average Level of Performance - Baseline
Rationale for unanticipated circumstances

DRAFT

e. 2S3 – Academic Proficiency in Science

	Accept State Average Determined Performance Level –
	Negotiate Local Level of Performance
	Local Average Level of Performance - Baseline
	Rationale for unanticipated circumstances

f. 3S1 – Post-Program Placement

	Accept State Average Determined Performance Level –
	Negotiate Local Level of Performance
	Local Average Level of Performance - Baseline
	Rationale for unanticipated circumstances

g. 4S1 – Non-traditional Program Concentration

	Accept State Average Determined Performance Level –
	Negotiate Local Level of Performance
	Local Average Level of Performance - Baseline
	Rationale for unanticipated circumstances

h. 5S3 – Program Quality – Participated in Work-Based Learning

	Accept State Average Determined Performance Level –
	Negotiate Local Level of Performance
	Local Average Level of Performance - Baseline
	Rationale for unanticipated circumstances

i. 5S4 – Program Quality – CTE Pathway Completion

	Accept State Average Determined Performance Level –
	Negotiate Local Level of Performance
	Local Average Level of Performance - Baseline
	Rationale for unanticipated circumstances

j. 5S5 – Program Quality – Credentials of Value

	Accept State Average Determined Performance Level –
	Negotiate Local Level of Performance
	Local Average Level of Performance - Baseline
	Rationale for unanticipated circumstances

C. Required Questions

Develop CTAE Course Offerings and Activities

<p>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).</p> <p>A. 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.</p> <p>B. Describe any new programs of study the LEA will develop and submit to the state for approval.</p> <p>c. 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.</p>	
--	--

Collaborate with local workforce development boards and agencies

<p>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—</p> <p>(A) Career exploration and career development coursework, activities, or services.</p> <p>(B) 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).</p> <p>(C) An organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program.</p>	
---	--

DRAFT

Improve Academic and Technical Skills

<p>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).</p>	
--	--

Serve Special Populations

<p>Describe how the eligible recipient will</p> <ul style="list-style-type: none">(A) Provide activities to prepare special populations* for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency(B) Prepare CTE participants for non-traditional fields(C) Provide equal access for special populations to career and technical education courses, programs, and programs of study(D) Ensure that members of special populations will not be discriminated against based on their status as members of special populations	
--	--

Foster Work-Based Learning

<p>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.</p>	
---	--

DRAFT

Offer Post-Secondary Credit

<p>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.</p>	
--	--

Encourage Professional Development

<p>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.</p>	
---	--

Address Disparities and Gaps

<p>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.</p>	
---	--