

Georgia Department of Education
Career, Technical & Agricultural Education
Perkins V
Comprehensive Local Needs Assessment

DRAFT

Comprehensive Local Needs Assessment

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 eligible recipient. (N/A may be used if the eligible recipient 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	
Additional Members	

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 ELIGIBLE RECIPIENT. N/A may be used for Recommended and Additional Stakeholders, but not for Required Stakeholders.

Required Stakeholders

Position/Role	Title and Business/Industry or Agency	Name(s)
Postsecondary Career and Technical Education Faculty and Administrators		
Business & Industry Representatives		
Representatives of State 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		
Family Connection Representative		
Additional Stakeholders		

B. Data Collection and Analysis

Core Indicators of Performance

Evaluating CTAE concentrators' performance on the Core Indicators of Performance

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

What does the data say about student achievement? Sub-groups? Special populations?	
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Where do the biggest gaps in performance exist between groups of learners for each core indicator?	
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Labor Market Alignment

Determining Labor Marketing Demand

Exemplary	All current career pathways align to current industry demand and needs.	
Operational	Half (50%) of current career pathways align to current industry demand and needs. Projected industry growth has been analyzed and processes are in place to phase in new career pathways and phase out those that do not align to industry demand.	
Emerging	One/Fourth (25%) of current career pathways align to current industry demand and needs. Industry stakeholders have identified skills that are lacking, and programs/activities have been implemented to address the deficiencies identified.	
Not Evident	No evidence of an alignment.	

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, high-wage and/or in-demand?	
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List your current CTAE pathways by cluster. Which of 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?	
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Which pathways have insufficient or non-existent employer engagement?	
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What is the involvement of secondary partners, postsecondary partners and employer/industry partners in the development, implementation and/or phasing out/closure of CTAE pathways?	
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What percentage of your students are participating in meaningful work-based learning experiences? How does this vary across pathways or Career Clusters? Across student groups?	
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<p>Are there immediate employer needs in your community that you can help meet? If yes, what are those needs? What about longer term needs toward which you can start building a pipeline?</p>	
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Size, Scope and Quality

Ensuring complete CTAE pathways offered are sufficient in size, scope and quality to meet the needs of all students served.

Exemplary	Eligible recipient exceeds the required number of complete CTAE pathways and career clusters (2 – 8) as defined by Georgia Code Title 20. Education § 20-2-159.1 and based on grades 9-12 student enrollment. All complete CTAE pathways offered by the eligible recipient must have all of the following characteristics: high-skill, high-wage or local in-demand occupation.	
Operational	Eligible recipient meets the required number of complete CTAE pathways and career clusters (2 – 8) as defined by Georgia Code Title 20. Education § 20-2-159.1 and based on grades 9 – 12 student enrollment. Each complete CTAE pathway offered by the eligible recipient must have at least one of the following characteristics: high-skill, high-wage or local in-demand occupation.	
Emerging	Eligible recipient has at least one required complete CTAE pathway and career cluster (2 – 8) as defined by Georgia Code Title 20. Education § 20-2-159.1 and based on grades 9 – 12 student enrollment. The one complete CTAE pathway offered by the eligible recipient must have one of the following characteristics: High-skill, high-wage or local in-demand occupation.	
Not Evident	Eligible recipient has no evidence of a complete CTAE pathway and career cluster.	

How many CTAE pathways are offered in your system? How many Career Clusters? How do these numbers align with the state-required number of CTAE Pathways?	
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What percentage of pathway completers are earning recognized credentials of value? Which credentials? How does credential attainment vary across pathways? Across student groups?	
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Describe your maintenance and upgrade process that ensures your facilities and equipment are adequate given your pathway offerings, student enrollment and labor market needs?	
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What percentage of learners 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?	
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Career Pathway Programs of Study Implementation

Implementing the full scope of Program of Study

<p>Exemplary</p>	<p>All of the CTAE Pathways have implemented the full scope of Program of Study which:</p> <ul style="list-style-type: none"> • incorporates challenging state academic standards • addresses both academic and technical knowledge and skills, including employability skills • aligns with the needs of industries in the economy of the state, region, or local area • progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction) • has multiple entry and exit points that incorporate credentialing • culminates in the attainment of a recognized postsecondary credential 	
<p>Operational</p>	<p>Half (50%) of the CTAE Pathways have implemented the full scope of Program of Study which:</p> <ul style="list-style-type: none"> • incorporates challenging state academic standards • addresses both academic and technical knowledge and skills, including employability skills • aligns with the needs of industries in the economy of the state, region, or local area • progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction) • has multiple entry and exit points that incorporate credentialing • culminates in the attainment of a recognized postsecondary credential 	
<p>Emerging</p>	<p>One/Fourth (25%) of the CTAE Pathways have implemented the full scope of Program of Study which:</p> <ul style="list-style-type: none"> • incorporates challenging state academic standards • addresses both academic and technical knowledge and skills, including employability skills • aligns with the needs of industries in the economy of the state, region, or local area • progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction) • has multiple entry and exit points that incorporate credentialing • culminates in the attainment of a recognized postsecondary credential. 	

Not Evident	No evidence of a pathway with the full scope of program of study.	
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How many of your programs of study have multiple entry and exit points? How does this vary across programs of study? Which stackable credentials are provided and in which program of study?	
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Which pathways do you offer that incorporate relevant academic, technical and employability skills at every learner level? Do you currently offer an employability skills program for your CTAE students? If yes, which program and how is business and industry involved?	
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What process is in place to ensure secondary and postsecondary alignment provides students a seamless transition? What process is in place to ensure secondary and postsecondary course duplication does not occur?	
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Recruitment, Retention, and Professional Development

Establishing and implementing processes to improve Recruitment, Retention, and Professional Development of CTAE teachers, leaders, and staff.

Exemplary	The eligible recipient's 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 eligible recipient has a one to ten percent (1% - 10%) turnover in CTAE staff for the last 3 years. Ninety to ninety-five percent (90% - 95%) 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 and retirees are exempt from the ten percent (10%) turnover in personnel).	
Emerging	The eligible recipient has a ten to fifteen percent (10% - 15%) turnover in CTAE staff for the last 3 years. Eighty-five to ninety percent (85% - 90%) of the CTAE teaching staff has been in their current role for at least 3 years. (CTAE teachers that are promoted within the county and retirees are exempt from the fifteen percent (15%) turnover in personnel).	
Not Evident	The eligible recipient has had sixteen percent (16%) or more turnover in the last 3 years.	

Which pathways do you need to develop or recruit faculty and staff due to looming retirements, growing student interest and/or emerging priority employment areas?	
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How diverse is your faculty and staff? How closely does it reflect the demographic makeup of your student body? What processes are in place to recruit new educators?	
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When and how do faculty, staff and administrators have opportunities to work with and learn directly from representatives of business and industry?	
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How does the eligible recipient support CTAE teachers striving to upgrade skills and knowledge through professional development?	
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Equity and Access

Progress towards Improving Equity and Access

Exemplary	Strategies are in place to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations. Programs are designed to enable special populations to meet the local levels of performance by providing activities to 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.	
Operational	Strategies are in place BUT not utilized by ALL staff to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations. Programs are designed to enable special populations to meet the local levels of performance by providing activities to 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.	
Emerging	Some strategies are being implemented to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations. A few programs are designed to enable special populations to meet the local levels of performance by providing activities to 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.	
Not Evident	No evidence of strategies.	

Which population groups are underrepresented in your CTAE programs overall? Which are underrepresented in particular program areas? Which are overrepresented?	
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<p>What barriers currently exist that prevent special population groups from accessing your programs? (individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for non-traditional fields; single parents, including single pregnant women; English learners; homeless individuals described in section 725 of the McKinney Vento Homeless Assistance Act (42 U.S.C. 11434a); youth who are in, or have aged out of, the foster care system; and youth with a parent who-is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and is on active duty (as such term is defined in section 101 (d)(1) of such title).</p>	
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<p>What efforts have been made to recruit and retain diverse populations of learners, including students with special pops, into your programs, particularly in programs leading to high-skill, high-wage or in-demand industry sectors and occupations? Which ones have been most and least effective?</p>	
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<p>What barriers prevent certain populations of learners from taking part in embedded activities such as work-based learning, dual enrollment and CTSOs? Which student groups are most affected by these barriers?</p>	
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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	
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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	
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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	
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Root Cause Analysis - Part B

Overarching Need:

Root Cause #1

Root Cause(s) to be Addressed	
This is a root cause and not a contributing cause or symptom	
This is something we can affect	
Impacted Element(s)	List of Elements to choose from

Additional Considerations	
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Root Cause #2

Root Cause(s) to be Addressed	
This is a root cause and not a contributing cause or symptom	
This is something we can affect	
Impacted Element(s)	List of Elements to choose from

Additional Considerations	
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Root Cause #3

Root Cause(s) to be Addressed	
This is a root cause and not a contributing cause or symptom	
This is something we can affect	
Impacted Element(s)	List of Elements to choose from

Additional Considerations	
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Georgia Department of Education
Career, Technical & Agricultural Education

Perkins V
Local Application

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LOCAL APPLICATION FOR CAREER, TECHNICAL and AGRICUTURAL EDUCATION

A. Description of the results of the Local Comprehensive Needs Assessment

Overarching Need #1

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Root Cause Analysis

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Goal

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Action Steps

Overarching Need #2

Overarching Need #3

B. Required Questions

Develop CTAE Course Offerings and Activities

<p>Provide information on the career, technical and agricultural education course offerings and activities that the eligible recipient 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> <ul style="list-style-type: none">A. Describe how the results of the comprehensive local needs assessment described in subsection(c) informed the selection of the specific career, technical and agricultural education programs and activities selected to be funded.B. Describe any new programs of study the eligible recipient will develop and submit to the state for approval.C. Describe how students, including students who are members of special populations, will learn about their school's career, technical and agricultural education course offerings and whether each course is part of a career, technical and agricultural education program of study.	
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Collaborate with local workforce development boards and agencies

<p>Describe how the eligible recipient, 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> <ul style="list-style-type: none">A. Career exploration and career development coursework, activities, or servicesB. 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 local needs assessment as described in subsection(c)C. An organized system of career guidance and academic counseling to students before enrolling and while participating in a career, technical and agricultural education programs	
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Improve Academic and Technical Skills

<p>Describe how the eligible recipient will improve the academic and technical skills of students participating in career, technical and agricultural education programs by strengthening the academic and career, technical and agricultural education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career, technical and agricultural 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>	
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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-sufficiencyB. Prepare CTAE participants for non-traditional fieldsC. Provide equal access for special populations to career, technical and agricultural education courses, pathways, 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	
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Foster Work-Based Learning

<p>Describe the work-based learning opportunities that the eligible recipient will provide to students participating in career, technical and agricultural education programs and how the eligible recipient will work with representatives from employers to develop or expand work-based learning opportunities for career, technical and agricultural education students, as applicable.</p>	
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Offer Post-Secondary Credit

<p>Describe how the eligible recipient will provide students participating in career, technical and agricultural education programs with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs, articulated credit, or early college high school, as practicable.</p>	
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Encourage Professional Development

<p>Describe how the eligible recipient 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>	
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Address Disparities and Gaps

<p>Describe how the eligible recipient 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>	
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