

Perkins V

Brief Overview

Notes for Discussion on Local Comprehensive Needs Assessment

Purpose

Develop more fully the **academic** knowledge and **technical** and **employability skills** of secondary education students and **postsecondary education students who elect to enroll** in CTE programs and programs of study

Purpose

1. Develop challenging academic and technical standards and to assist students in meeting such standards, including preparation for high-skill, high-wage or in-demand occupations in current and emerging professions
2. Integrate rigor... link secondary and postsecondary CTE students
3. Increase flexibility in design
4. Provide technical assistance
5. Support secondary and postsecondary partnerships...
6. Providing individuals with opportunities throughout their lifetimes
7. Increase opportunities for populations who are chronically underemployed or unemployed....

Why the Needs Assessment?

Comprehensive Local Needs Assessment is conducted to inform the Local Application.

The Needs Assessment assists in completing the Local Application in order to receive Perkins Funds to improve Career and Technical Education Programs

Local Application for CTE Programs

Section 134

1. Description of the results of the Comprehensive Local Needs Assessment (CLNA)
2. Information on CTE course offerings and activities that the eligible recipient will provide with funds under this part which includes at least one approved POS meeting requirements of **124(b)(2)**
 - Including how results of CLNA informed the selection of specific CTE programs and activities to be funded;
 - Description of any new POS that eligible recipient will develop and submit for approval and how all students will learn about CTE Course offerings

Local Application for CTE Programs

Section 134

Description of how the eligible recipient will :

3. the eligible recipient in collaboration with the local workforce development boards and other local workforce agencies, one stop system of WIOA and the partners will provide: Career Exploration and Development Activities; Career information on employment opportunities...; and organized system of career guidance and academic counseling to students before enrolling in and participating in CTE program
4. improve academic and technical skills of students participating in CTE program...
5. provide activities to prepare special populations; prepare CTE participants for non-traditional fields, provide equal access fo special populations to CTE courses and ensure special populations will not be discriminated against on a basis of their status

Local Application for CTE Programs

Section 134 - *Paraphrased*

6. A description of WBL activities, how recipient will work with employers to develop and expand opportunities
7. A description of how the eligible recipient will provide students participation in CTE with opportunities to gain postsecondary credit while attending HS
8. A description of how the eligible recipient will coordinate with the eligible agency and institutions of Higher Education to support recruitment, preparation, retention, including professional development of CTE faculty and staff including individuals from groups of underrepresented in teaching profession
9. Description of how the eligible recipient will address disparities or gaps in performance

Comprehensive Local Needs Assessment

to receive financial assistance

1. Conduct a comprehensive local needs assessment related to CTE and include the results of the needs assessment in the local application
2. Not less than once every two years, update such comprehensive local needs assessment

Comprehensive Needs Assessment

To receive financial assistance

1. An evaluation of the performance of students served by the eligible recipient with respect to State Determined and Local levels of performance established pursuant to section 113 including an evolution of performance for special populations and each subgroup
2. Description of how CTE programs offered by the eligible recipient are
 1. Sufficient in size, scope, and quality to meet needs of all students
 2. Aligned to state, regional, Tribal or local in-demand industry sectors or occupations identified by the state WDB including career pathways or designed to meet local education or economic needs (not identified by above groups)

Comprehensive Needs Assessment

To receive financial assistance

3. Evaluation of progress in implementing of CTE programs of study
4. Description of how the eligible recipient will improve recruitment, retention, training of CTE teachers, faculty, support staff, career guidance and academic counselors including individuals in underrepresented groups
5. Strategies to overcome barriers, providing programs designed to enable special populations to meet local levels of performance; providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors leading to self-sufficiency

Comprehensive Needs Assessment

Developed in Consultation with

For the Needs assessment and application involve:

1. CTE Programs in LEA, Counselors, Principals, Local leadership administrators, specialized instructional support staff,
2. Representatives from CTE postsecondary education faculty and administration,
3. Representatives for State or local WDB,
4. Parents and Students,
5. Representatives from Special Populations,
6. Local agencies serving out-of-school youth, homeless children and youth, and at-risk youth
7. Representatives from Indian tribes,
8. other stakeholders

Comprehensive Needs Assessment

Continued Consultation

For the ongoing needs assessment — Annual Input

Programs of study that are:

1. Responsive to community employment needs
2. Aligned with Employment priorities of the state, identified by employers, may include in-demand industry sectors and occupations identified by the local workforce board
3. Informed by labor-market information
4. Designed to meet current, intermediate, and long-term Labor-Market Projections
5. Allow for employer input, including industry-sector partnerships
6. Identify and encourage opportunities for work-based learning
7. Ensure funding under this part is used in a coordinated manner with other local resources

Local Use of Funds

1. Used to support CTE programs of sufficient size, scope, and quality
2. Provide for Career Exploration....
3. Provide for professional development of faculty
4. Provide within CTE skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors
5. Support integration of academic skills into CTE Programs or Programs of Study.

Local Use of Funds

+ Activities *(summarized below)*

Plan and carry out elements that support the implementation of CTE and result in increasing student achievement of the local levels of performance: 1. Curriculum Alignment, 2. Business Industry Relationships, 3. CCP, 4. Appropriate Equipment, 5. Technology and Instructional Materials, 6. WBL, 7. Industry recognized certification examinations, 8. Recruit and retain teachers, 9. Coordination with WIOA, 10. Distance Education, 11. Blended learning programs, 12. Competency based education, 13. Improve career guidance, 14. Employability skills integration, 15. Increase access and students engagement in STEM, 17. CTE for adults and out of school youth, 18. CTSO, 19. Share Instructional Content, 20. integration of art and design skills, 21. Intermediaries, 22. Support special populations...

**Perkins Funding for 2020-21
THE PROCESS - ABBREVIATED**

Fall of 2019

Winter of 2020

Fall of 2020-21



With your stakeholders

Preparing students for jobs that are in demand or pay high wages with skills they have developed through the education system and in collaboration with all workforce partners and their resources.

The Questions *Abbreviated*

1. Are we developing students with skills to meet industry needs?
2. Do we have adequate classes to meet the demand, in a sequence to educate/grow skilled individuals, in a quality manner?
3. Are we offering programs where there are or will be jobs?
4. How are we building new and or modernizing CTE Programs of Study to meet emerging industry demands?
5. Are we keeping our faculty, improving their teaching skills, and recruiting new individuals for the teaching profession?
6. How are we including and assisting our special populations in CTE... developing and learning skills for real jobs?

Begin

1. Determine Goals for Workforce Preparation
2. Identify Stakeholders and Leadership Team
3. Have a plan to get feedback
4. Gather Materials to help in conducting assessment

CTE Program Evaluation

Are we developing students with skills to meet industry needs?

1. NC Perkins Core Indicators of Performance
2. Institutional Effectiveness
3. NAPE Equity Process

Are there other documents you might consider?

CTE Programs Size, Scope, Quality

Are we developing students with skills to meet industry needs?

Program Evaluation

1. Size - Adequate Number of Programs

- Programs to meet student's demand and industry need

2. Scope of Program

- Classes aligned /sequenced in educationally sound way to build high-skilled individuals (postsecondary credential and sustainable wage)

3. Quality

- Are students succeeding in programs with key elements of a quality CTE Program

Programs Aligned with Labor Market

1. Does our college (High School and College with the workforce board) offer CTE programs that will prepare individuals for employment in your region?
2. How are our stakeholders engaged with us in preparing individuals for the workforce?
3. Are our stakeholders hiring our students in jobs with sustainable wages following program completion?
4. **How do we determine we are aligned with the labor market?**

Program of Study

How well is your college implementing the full scope of a program of study - coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level

How might you assess this? Do you have a process in place?

Faculty, Staff, CTE Support Staff

1. Do you have a process for Recruitment?
2. Do you have a process for Retention?
3. Do you have a process for Professional Development?

Equity - Special Populations

- Disabilities
- Economically Disadvantaged
- Preparing for Nontraditional Fields
- Single Parents - Pregnant Women
- Out of Workforce Individuals
- English Learners
- Homeless
- Foster Care
- Parents in Armed Forces on Active Duty

Ideas on how you might obtain this information accurately and consistently

Ideas on how you might network to provide supportive services

Comments, Questions, Suggestions