#EachChildOurFuture

Comprehensive Local Needs Assessment GUIDEBOOK

Ready for careers. Ready for college. Skills for a lifetime.

PERKINS V

#CareerTechOhio

Ohio Department of Higher Education

Ohio Department of Education

Comprehensive Local Needs Assessment Guidebook

Table of Contents

Introduction

One of the most significant changes introduced in the federal Strengthening Career and Technical Education for the 21st Century Act (Perkins V) is a new comprehensive local needs assessment. The law says that to be eligible to receive financial assistance under this part, an eligible recipient must— A) conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application submitted under subsection (a); and B) not fewer than once every two years, update such comprehensive local needs assessment."

What is a Comprehensive Local Needs Assessment?

The new comprehensive local needs assessment is the foundation of local Perkins V implementation. It drives development of the local application, as well as future spending decisions. The needs assessment prompts a district to take an in-depth look at its entire local and regional career-technical education system and identify areas where it can target improvements to create more opportunities for student success. This local needs assessment, if implemented thoroughly, also can offer local stakeholders the chance to build an understanding of career-technical education and share the district's vision for its future.

Why is it so Important?

The comprehensive local needs assessment equips districts to complete the local Perkins V application based on data-driven, equity-focused decisions. The needs assessment also gives districts unprecedented opportunities to:

- Create programs and opportunities to ensure both access and success for each student, preparing him or her for well-paid, high-skill or in-demand occupations;
- Ensure its programs of study are aligned to and validated by, local, regional and statewide workforce needs and economic priorities;
- Set strategic, short-term and long-term goals and priorities to ensure program review and improvement processes coordinate; and
- Converse regularly with stakeholders about the quality and impact of career-technical education programs and systems.
- Translating the results of the comprehensive local needs assessment into the local district application is an invaluable opportunity to focus on program effectiveness and implement plans that will have long-term impact on access to high-quality career-technical education for all Ohio students. The needs assessment process gives districts the opportunity to help strengthen and improve Ohio's entire education system through career-technical education.

Resource:
The Ohio Department of Education has created this document using resources from Advance CTE and the Association for Career and Technical Education (ACTE). The Department encourages all individuals engaged in this process to consult the work cited in Appendix A.

Instructions

The Comprehensive Local Needs Assessment Guidebook offers instructions and guidance to help planning and implementation teams conduct their comprehensive local needs assessments and complete their Perkins V applications. This publication also offers guidance on required components of the law and conveys expectations for how teams will collect, provide and use information in Perkins V local districts or colleges.

The guidebook is intended to give Perkins V local applicants a framework for completing the comprehensive local needs assessment by translating legislation into action steps. Its goal is to create a local process that goes beyond meeting requirements to engage stakeholders in thoughtful career-technical education program improvement. This publication is organized by a series of steps to completing the comprehensive local needs assessment and application.

Before beginning the process, read the Comprehensive Local Needs Assessment and Application Workbook to understand the process. The purpose of the comprehensive local needs assessment is to enable a district to base its application on data-driven, equity-focused decisions. Identifying the components to be completed at the end of the process will allow for more intentional decision-making in the early planning stages. The below graphic shows the steps of the comprehensive local needs assessment.

Step 1 Identify and Create 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 and Record Findings

Step 6 Merge Findings and Set Priorities

Step 7 Complete Local Application

Step 1: Identify and Create a Local Leadership Team

Doing an effective, comprehensive local needs assessment requires the applicant to consult with a diverse body of stakeholders. It is important to assemble a local leadership team to help guide the work and set and maintain priorities. This leadership team's final task will be to complete the Comprehensive Local Needs Assessment and Application Workbook. The team should be small but include individuals who can use systems to support their needs assessment and application work. The leadership team can help:

- Gather and develop data and materials;
- Facilitate stakeholder meetings;
- Review results of the comprehensive local needs assessment;
- Help in the final decision-making processes for the local application; and
- Write the local application.

For its members, the leadership team should draw from all levels of the secondary or postsecondary institution. Members may include:

Potential Secondary Participants	Potential Postsecondary Participants
• Superintendents • Treasurers • School board members • District administrators • Teachers • EMIS coordinators, curriculum directors and school counselors • Business and industry delegates • Community partners • Postsecondary partners	• Presidents, superintendents • Vice presidents, deans, Ohio Technical Center directors • Fiscal officers, treasurers • Faculty, instructors, teachers • Ohio Technical Center attestors, Higher Education Information system liaisons • Career and academic advisors or counselors • Business and industry delegates • Community partners • Secondary partners

The Comprehensive Local Needs Assessment and Application Workbook includes a section on identifying leadership team members. This section can help applicants ensure team members are engaged and committed and included in communications, meetings and decision-making processes.

Once a local leadership team is established, the next step is to identify stakeholders and develop a stakeholder engagement plan. Perkins V requires that applicants involve an energetic set of stakeholders in the completion of the comprehensive local needs assessment.

TIP: *Identify one person who will be responsible for coordinating the work of the leadership team. This "project lead" should not do all the leadership team's work. Instead, he or she should serve as project manager, ensuring the team meets deadlines and coordinating meetings.*

Step 2: Identify Stakeholders and Develop a Stakeholder Engagement Plan

Perkins V requires local teams to engage a diverse group of stakeholders in completing the local needs assessment. Stakeholders will help develop, review and analyze the comprehensive local needs assessment results to support coordination across sectors.

Identify Required Stakeholder Participants

The table below outlines requirements for stakeholder participation Perkins V **requires, at a minimum,** the following participants to engage in the initial Comprehensive Local Needs Assessment, local application development and on-going consultation [Sec.134 (d) and (e)]:

Identifying Required Stakeholder Participants	Role of Stakeholders and Stakeholder Engagement Committee Annually
Perkins V requires applicants to engage, at a minimum, the following participants in the initial comprehensive local needs assessment, local application development and ongoing consultation: • Representatives from career-technical education programs from both secondary and postsecondary institutions (when collaborating). These include: o Teachers, instructors and faculty; o Career guidance and advisory professionals; o Administrators, principals; o Specialized instructional support personnel and paraprofessionals. • Representatives from local workforce development boards or regional economic development organizations as well as local business and industry; • Parents and students; • Representatives from subgroups and special populations; • Representatives from regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth; and • Representatives from Indian tribes and tribal organizations in the state, where applicable.	The local leadership team will consult with stakeholders on a yearly basis. Annual consultation may include, but is not limited to: 1) Stakeholders providing input on annual updates to the comprehensive needs assessment; 2) Ensuring programs of study are: a) Responsive to community employment needs; b) Aligned with employment priorities in the state, regional, tribal or local economy identified by employers, which may include in-demand industry sectors or occupations identified by the local workforce development board; c) Informed by labor market information; d) Designed to meet current, intermediate or long-term labor market projections; and e) Allow employer input, including input from industry or sector partnerships in the local area, where applicable, into the development and implementation of programs of study, including activities such as the identification of relevant standards, curriculum, industry-recognized credentials, and current technology and equipment; 3) Identifying and encouraging opportunities for work-based learning; and 4) Ensuring funding coordinates with other local resources.

TIP: *Local leadership teams for secondary and postsecondary applicants should collaborate in the areas assigned to both to reduce duplication of work among stakeholders. If choosing to collaborate, recipient must produce a local application. Though local teams may collaborate on stakeholder engagement and in discussion of local needs, strategies to meet those needs and the allocation of funds likely will be different at the secondary and postsecondary levels. The leadership teams might find it helpful to discuss up front the areas where collaboration will be beneficial and where it is important to complete the work separately.*

TOOLS:
Appendix A outlines several ways for gathering and documenting stakeholder feedback. It also offers links to a variety of resources.
Appendix B provides guidance to aid with brainstorming in stakeholder engagement activities related to the comprehensive local needs assessment.
Appendix C lists data resources and reports to assist with completing the comprehensive local needs assessment.

The stakeholder engagement committee section of the Comprehensive Local Needs Assessment and Application Workbook can help you ensure each required stakeholder is involved in developing the local application. This section also can help you ensure proper documentation is completed for use in the local application.

Planning Stakeholder Engagement

Robust stakeholder engagement is essential to ensuring decisions made are in the best interests of the community and will provide relevant, sustainable opportunities for students as they transition from education to the workforce. Allowing each stakeholder group the chance to give input from its own perspective is important to the process. The local leadership team should develop a plan to coordinate stakeholder engagement so it can cultivate meaningful discussions among each stakeholder group. The leadership team also should develop initial engagement strategies for parents, caregivers and students in all components of the work. See Appendix B for best practices for determining how best to engage stakeholders.

The local leadership team should consider doing the following when developing the stakeholder engagement plan:
Coordinate the work of local stakeholders in multiple localities to minimize duplication of work across local and regional areas;

- Coordinate the work of local stakeholders in local secondary and postsecondary teams in an area;
- Create local stakeholder engagement focus groups on topics aligned to the parts of the comprehensive local needs assessment, for example, student performance and alignment of programs to the labor market;
- Use a variety of engagement methods, from in-person meetings to virtual meetings to surveys. See Appendix B for a list of communication tools used to generate and collect stakeholder input;
- Develop specific goals for each mode of stakeholder engagement to create a clear purpose for stakeholders. Before setting goals, identify the questions the local comprehensive needs assessment must include to know what information must be gathered. (See questions identified in Step 4 of this document);
- Develop a timeline for stakeholder engagement, building on existing events or meetings, such as local advisory committee and local economic development committee meetings or parent-teacher conferences; and
- Develop communications to stakeholders that clearly express what is taking place, such as invitations and agendas (see Appendix D for examples of communication tools).

In a case where several local teams choose to collaborate on a stakeholder engagement plan, a local application must be completed for each local recipient. Local leadership teams can work together to review results from shared meetings, so they are sure the information they have gathered is portrayed accurately in each local recipient's summary of results. In such a case, each local recipient of Perkins V funds must complete its own application, like the requirements for secondary and postsecondary partners. It is best to establish at the outset which steps in the process will be shared by the partners and which steps will be completed separately.

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

The local leadership team should compile all necessary data and materials to be used throughout the stakeholder engagement plan. If a local team is going to collaborate with other teams on a local or regional level, the local leadership teams must work together on Step 3 to reduce duplication of work.

The Ohio Department of Education will provide secondary districts the following data reports:

- Federal performance indicators disaggregated by subgroups and special populations for Fiscal Years 2018 and 2019;
- Career-technical education enrollment for FY18 and FY19;
- State, regional and local labor market data report including in-demand jobs, key local employers, and the skills and certifications desired; and
- The Ohio Work-Based Learning Planning Map.

The Ohio Department of Higher Education will provide postsecondary recipients the following data reports:

- Federal performance indicators, including subgroups and special populations for FY17, FY18 and FY19;
- Career-technical education enrollment for FY17, FY18, and FY19; and
- State, regional and county (local) labor market data.

A list of additional resources and data to assist in completing the comprehensive local needs assessment can be found in Appendix C.

Step 4: Engage Stakeholders in a Comprehensive Local Needs Assessment

This section includes information for each part of the comprehensive local needs assessment, including a brief description, suggested materials to gather and key questions to answer. The key questions to be used in each part of the comprehensive local needs assessment are included in the Comprehensive Local Needs Assessment and Application Workbook. Use the workbook format to include key questions to be answered and analyzed. From the answers, the local leadership team will create action steps to populate the local application. Use Step 4 of this publication jointly with the Comprehensive Local Needs Assessment and Application Workbook to guide conversation and ensure stakeholders carefully evaluate the state of the local district or institution.

Comprehensive Local Needs Assessment Framework

The comprehensive local needs assessment has six required elements, with Part B divided into two sub-elements that will be explained on later pages. Parts A-E fully encompass the decision-making, implementation and performance related to career-technical education programs. Many of the elements are interconnected, so insights gained in one part may be helpful in addressing another part.

Part A	Part B	Part C	Part D	Part E
Evaluation of Student Performance	Evaluation of Program Quality	Progress Toward Implementing Career-Technical Education Programs of Study	Recruitment, Retention and Training of Faculty and Staff	Improving Access and Equity

Step 4 provides a structure to begin looking at each required element of the comprehensive local needs assessment. Each part of this section includes the following information:

- Brief description of what is being measured or evaluated;
- Suggested materials to gather and consult on to answer questions;
- Suggested priority participants in the discussion;
- Key questions to consider; and
- Corresponding tabs in the Comprehensive Local Needs Assessment and Application Workbook to guide conversation.

As the leadership team identifies the strategies to complete Step 4, one resource to consider in the school, district, college or community is individuals who were involved in the implementation of the Every Student Succeeds Act (ESSA) and the Workforce Innovation and Opportunity Act (WIOA). These individuals may have ideas, lessons learned from the implementations and best practices to adopt in completing the comprehensive local needs assessment.

TIP: *The leadership team might use several processes to make sense of the information for each part. The team may want to schedule a separate meeting for each part to keep information separated and minds fresh and alert.*

Part A: Evaluation of Student Performance

The comprehensive local needs assessment must have an evaluation of the performance of career-tech students (career-technical education concentrators) related to each of the state and local performance indicators. The comprehensive local needs assessment also must include an evaluation of student performance, especially that of special populations and subgroups. The framework introduced by the Ohio Department of Education in the regional equity labs can offer insight into how to identify gaps and address them through strategies aligned with Perkins V.

Visit the Office of Career-Technical Education's website for more information on equity labs and when they may occur in your region.

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) Section 134(c)(2)(A) says the comprehensive local needs assessment must include: *An evaluation of the performance of the students served with respect to state-determined and local levels of performance, including an evaluation for special populations and each subgroup described in section 1111 of the Elementary and Secondary Education Act.*

Suggested Materials for Review	Suggested Stakeholders to Consult
• Perkins performance data for the past three years disaggregated by career-technical education program area and special populations and subgroups including: o Gender; o Race and ethnicity; o Migrant status; o Individuals with disabilities; o Individuals from economically disadvantaged families, including low-income youth and adults; o Individuals preparing for nontraditional fields; o Single parents, including single pregnant women; o Out-of-work individuals; o English learners; o Homeless individuals; o Youth who are in or who have aged out of the foster care system; o Youth with a parent who is on active duty military. • Comparison data for "all" students – Secondary comparisons for graduation rates, academic performance and placement. Postsecondary comparisons for credential attainment and placement; • Strategies used to discuss performance gaps for specific subgroups and special populations, along with outcomes for the strategies attempted (see equity lab resources on the Office of Career-Technical Education's Website); • Informal and formative assessment data; • WebXam Data: o Technical Skill Attainment; o Participation. • Experiential learning participation and review data; • Career-technical student organization participation and student achievement: o Students and instructors or advisors.	All stakeholders required by law particularly: Administrators; • Secondary teachers; • Postsecondary faculty; • Academic and career advising professionals; • Representatives from Indian tribes and tribal organizations in the state, where applicable; • Corrections education staff; • Representatives from special populations; • Data staff; • Parents or caregivers and students.

Suggested Strategies for Consultation
Assemble a work group to examine data, including educators, career guidance professionals and representatives from special populations and subgroups; Assemble educator groups to examine data by each career-technical education career field pathway.
Questions to Answer
1. What internal systems and processes are in place to ensure accurate, clear data reporting to EMIS and HEI? How do relevant parties review and confirm the data? 2. Which career-technical education programs are performing above the state-determined levels of performance, and which programs are performing below? *EQUITY-FOCUSED QUESTIONS* 3. How are each of the special populations and subgroups performing compared to the federal accountability indicators at the local recipient level? If the data is available, how are the special populations and subgroups performing per career-technical education career field pathway or program?

TIP: *The agencies will provide guidance, professional development and technical assistance in conducting this new analysis of special populations and subgroups, especially related to how to examine data to identify root causes of performance gaps.*

PART B: Evaluation of Program Quality

The second part of the comprehensive local needs assessment examines career-technical education program quality. Participants will conduct self-examinations to describe how local career-technical education programs:

- Have the size, scope and quality to meet the needs of all students;
- Are aligned to state, regional, tribal or local in-demand industry sectors identified by the state workforce development board; and
- Are designed to meet local education or market needs not identified by state boards or local workforce development boards.

PART B-1: Size, Scope and Quality

What are size, scope and quality? Defining these is important to ensure funds are used to drive quality, equitable and effective career-technical education programs. The Ohio's Perkins V Transition Plan specifies following definitions of size, scope and quality.

Definitions: Secondary Size, Scope and Quality

Size: For secondary recipients, maintaining a minimum threshold of career-technical education programming. This is 12 programs in eight career fields for Career Technical Planning Districts with enrollment greater than 2,250 in grades 7-12; otherwise, 10 programs in eight career fields. If waitlists for programs exceed 50 percent of current program capacity, the recipient must consider how to expand those programs.

Scope: For secondary recipients, programs must;

- Include at least four courses within the program of study;
- Include all aspects of the industry identified in the career-technical content standards for the chosen courses;
- Include the opportunity for students to earn postsecondary credit in the technical area;
- Integrate academic content that is appropriate for the course;
- Integrate work-based experiences, to the extent possible; and
- Assess students' attainment of technical skills related to the program using the technical assessment identified in the program and assessment matrix.

Quality: Secondary career-technical education programs must meet the "in compliance" benchmark outlined in the state's annual program review process. For FY20, this requires that 70 percent of program participants receive scores of proficient or higher on the state-identified assessment, as shown in the career-technical education program and assessment matrix, and a placement rate of 88.9 percent or more. Programs that do not meet placement and technical-skill benchmarks must participate in the corrective action planning process identified by the Ohio Department of Education. Perkins recipients must examine student performance data by subgroup and special populations. If students in subgroups or special populations show a lower performance level than the all-student average and lower than the locally negotiated target, the recipient must implement strategies to help students in those subgroups and special populations meet the all-student average and locally negotiated target.

Definitions: Postsecondary Size, Scope and Quality

Size: Ohio Perkins postsecondary institutions must:

- Offer career technical education programs in at least three different occupational fields that lead to immediate employment but not necessarily to baccalaureate degrees;
- Offer technical programs that generate enough concentrator enrollment to meet the federal $50,000 minimum grant threshold for allowable Perkins participation; and
- Be part of a Perkins consortia if they do not generate enough credit hours or clock hour full-time equivalencies to be eligible Perkins concentrators that can meet the federal $50,000 minimum grant threshold for allowable Perkins participation.

Scope: Ohio Perkins postsecondary institutions must:

- Demonstrate a connection to labor market validation by earning technical program designation through the Ohio Department of Higher Education's program approval processes;
- Provide equitable access to high-quality career and technical education programs of study for all students, especially those identified as underrepresented and part of special populations and subgroups;
- Review regional labor market demand to ensure programs prepare students for careers that call for high skills and offer opportunities to earn high wages in in-demand occupations; and
- Provide adequate, appropriate support services to students that might help them complete programs.

Quality: Ohio Perkins postsecondary institutions must:

- Hold relevant institutional and program accreditation by an accrediting body authorized by the United States Department of Education;
- Continue to maintain high accreditation and academic quality standards for programs and student support services offered by the institution, as defined by its accreditor;
- Have submitted all pertinent student and program information based on the Ohio Department of Higher Education's data submission policies, meeting all submission deadlines;
- Not be in violation of any state or federal rules associated with providing adequate support for students, for example, student financial aid, admission requirements or civil rights abuses;
- Follow all state and institution-prescribed data security protocols to protect students, faculty, staff and administrators from identity theft and information manipulation;
- Ensure programs meet the Ohio Department of Higher Education's Career-Technical Credit Transfer Assurance Guides and College Credit Plus quality standards;
- Be able to demonstrate the ability to place students in continuing education and related employment; and
- Have an institutional program review process to assess the effectiveness of programs every three years, if not already required by regional or program accreditors.

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) Section 134(c)(2)(B) says the comprehensive local needs assessment must include: *A description of how career and technical programs offered are sufficient in size, scope, and quality to meet the needs of all students served.*

Suggested Materials for Review	Suggested Materials for Review	Suggested Materials for Review
Size (capacity focus): • Total number of programs and number of courses in each program; • Career-technical education participant and concentrator enrollments for the past three years, aggregated and disaggregated; • Capacity of each program for the past three years; • Number of students applying for the programs in the last three years, if applicable; • Number of students on waiting lists, if applicable; • Survey results assessing student interest in specific career-technical education programs.	**Scope (curricular focus):** • Documentation of career-technical education program course sequences from secondary to postsecondary, including aligned curriculum; • Credit transfer agreements for career-technical education programs; • Data on student retention and transition from secondary to postsecondary within the career-technical education program of study; • Descriptions of dual enrollment programs and data on student participation; • Data on student credential attainment in each program, disaggregated by student demographic and value of credential; • Curriculum standards showing depth and breadth of program; • Opportunities for extended learning within and across career-technical education programs of study.	**Quality (outcome focus):** • Curriculum standards and frameworks showing alignment to industry need; • Assessments leading to credential of value; • Partnership communication and engagement activities; Safety requirements; • Work-based learning procedures; • Career Technical Student Organization activities and alignment to curriculum; • Data collection mechanisms; Program improvement processes; • Placement in employment following program participation; • Results of outside evaluation tools. See Appendix D for examples.

Suggested Stakeholders to Consult

All stakeholders required by law, especially:

- Administrators, teachers and faculty;
- Representatives from special populations and subgroups;
- Corrections education staff;
- Representatives from Indian tribes and tribal organizations in the state, where applicable;
- Parents or caregivers and students;
- Career guidance and advisory professionals;
- Data staff.

Suggested Strategies for Consultation

- Assemble a workgroup to examine data, including educators, career guidance professionals, representatives from special populations and subgroups, and employers;
- Establish face-to-face meetings with group of educators to examine data;
- Host focus groups or interviews or survey the following:
  - o Parents or caregivers and students;
  - o Employers;
  - o A separate group for those representing special populations and subgroups, corrections education staff and Tribal organizations; and
  - o Guidance staff.

Questions to Answer
SECONDARY-SPECIFIC QUESTIONS 1. How many career-technical education pathways or programs are being offered in the Career Technical Planning District? Is the Career Technical Planning District offering the required number of pathways for the size of the Career Technical Planning District? If not, how is the Career Technical Planning District going to meet the requirement? 2. What are the barriers to students enrolling into your programs, for example, capacity limitations, program wait lists, student surveys, application processes or other evidence? 3. Which career-technical education programs are rated minimal or below according to the Quality Program Standards? *EQUITY-FOCUSED QUESTIONS (Must be completed by secondary and postsecondary personnel)* 4. What percentage of career-technical education students are engaged in work-based learning experiences and/or using job placement services? How do the percentages vary across career-technical education programs or pathways? How do they vary across special populations and subgroups? 5. What systems and processes are in place to provide all career-technical education students career advisement and development before and during a career-technical education pathway or program? How does this vary across career-technical education programs or pathways? How does it vary across identified subgroups and special populations? *POSTSECONDARY-SPECIFIC QUESTIONS* 6. What programs does the institution offer in occupational fields leading to immediate employment but not necessarily baccalaureate degrees? 7. What policies and practices does the institution incorporate in its structures to maintain accreditation and high-quality academic standards for programs and student support services the institution offers, as defined by its accreditor?

Part B-2: Labor Market Alignment

Perkins V continues to focus on aligning programs of study to high-wage, high-skill and in-demand occupations. In the comprehensive local needs assessment, local leadership teams will provide an analysis of how career-technical education programs are meeting the needs of workforce and economic development. The comprehensive local needs assessment will require stakeholders to determine how they will use resources to determine which career-technical education programs of study they will make available to students. Review the report provided by the Ohio Department of Education on state, regional and local labor market information for this section. If members of the local leadership team need guidance using this information, contact the Department's Office of Career-Technical Education at careertech@education.ohio.gov.

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) Section 134(c)(2)(B)(ii) says the comprehensive local needs assessment must include: A description of how career and technical education programs are aligned to state, regional, tribal, or local in-demand industry sectors or occupations identified by the state workforce development board or are designed to meet local education or economic needs not identified by local workforce development boards.

Suggested Materials for Review	Suggested Stakeholders to Consult
• State and local labor market information (LMI) current and projected employment; • Labor market information long- and intermediate-term labor market needs; • Data dashboards provided by CareerOutlook and DataUSA, two online search engines; • Results of any available gap analysis on educational outcomes and employment needs (check with local workforce board); • Input from local business and industry representatives about opportunities for special populations and subgroups; • Alumni employment and earning outcomes from a state workforce agency or alumni follow-up survey; • Career-technical education program of study concentrator data for three years; • Program size, scope and quality analysis; • Ohio Work-Based Learning Planning Map.	All stakeholders required by law, particularly: • Administrators, teachers and faculty; Career guidance and advisement professionals; • Business and community partners; • Local workforce development and economic development boards; • Former students; • Parents or caregivers and students; • Data staff.

Suggested Strategies for Consultation
• Assemble a work group to examine data, including educators, career guidance professionals and workforce development staff; • Host focus groups, interviews or study circles with: o Students and former students; o Local agencies involved in workforce initiatives; o Business, industry and community partners.
Questions to Answer
1. What are the highest projected growth industries in the region? What are the emerging occupations in those industries? 2. How are the career-technical education programs offered aligned to engage students in high-skill, high-wage or in-demand industry sectors or occupations in your region? How do career-technical education program enrollments align to projected job openings for each industry sector? 3. How are local stakeholders being consulted and engaged to ensure career-technical education programs are aligned to high-skill, high-wage or in-demand industry sectors or occupations in the region? *(For example, pathway advisories, business advisory councils and program advisory boards.)* 4. How often does the local recipient receive information from the Workforce Innovation and Opportunities Act Board about plans for the county and region to enhance workforce and economic development opportunities? How often is this information reviewed to help determine what technical programs to develop? *EQUITY-FOCUSED QUESTIONS* 5. In evaluation of students enrolled in career-technical education programs aligned with high-wage, high-skill, or in-demand careers, what gaps exist? 6. What career-technical education programs have underrepresentation of subgroups and special populations? 7. What systems and processes are in place to ensure equitable opportunities for students of subgroups and special populations in programs and programs of study leading to high-skill, high-wage or in-demand industry sectors or occupations?

Part C: Progress Toward Implementing Career-Technical Education Programs of Study

Part C is meant to evaluate the current programs of study in the district, considering the new definition of programs of study (identified below in Sec. 3(41)). Pay special attention to the newly identified need for multiple entry and exit points for programs of study. Considering how a student may enter and exit an education pathway, engaging with the workforce as he or she exits, will ensure that student career pathways are flexible to student needs.

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) Section 134(c)(2)(C) says the comprehensive local needs assessment must include: An evaluation of progress toward the implementation of career and technical education programs and programs of study.

Sec 3(41): Program of Study. A coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that:

- Incorporates challenging state academic standards;
- Addresses both academic and technical knowledge and skills, including employability skills;
- 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; and
- Culminates in the attainment of a recognized postsecondary credential.

Suggested Materials for Review	Suggested Stakeholders to Consult
• Documentation of course sequences and aligned curriculum for each career-technical education program; • Standards for academic, technical and employability skills taught in each course; • Credit transfer agreements for the program; • Student retention and transfer trend data; • Trend data on dual and concurrent enrollment in career-technical educations programs; • Definitions used for alignment, dual and concurrent enrollment, and academic and technical standards; • Trend data on student participation; • Advisory committee notes or minutes; • Data on credential attainment by type; • Notes on industry participation.	All stakeholders required by law, particularly: • Secondary and postsecondary teachers and faculty; • Administrators, teachers and faculty; • Career guidance and advisement professionals; • Corrections education staff; • Representatives from Indian tribes and tribal organizations in the state, where applicable; • Business and community partners; • Local workforce development and economic development boards; • Parents or caregivers and students; • Representatives from special populations and subgroups; • Data staff.

Suggested Strategies for Consultation

- Assemble a work group to examine data, including career guidance professionals, and business and community leaders;
- Host focus groups, interviews or study circles with:
  - o Students and former students;
  - o Representatives from special populations and subgroups;
  - o Corrections education staff;
  - o Tribal organizations and representatives;
  - o Business, industry and community partners.

Potential Questions to Ask

1. How are career-technical education programs of study aligned across secondary and postsecondary education with multiple entry and exit points?
2. How is academic content being integrated in career-technical education programs of study?
3. What career-technical education programs have credit transfer agreements in place to help students earn and articulate credit?
4. What are the identified gaps in student retention, identified by course enrollment data?
5. What percentage of students in career-technical education programs are earning recognized postsecondary credentials?

EQUITY-FOCUSED QUESTIONS

6. How does credential attainment vary across programs or pathways? How does it vary across special populations and subgroups?

Part D: Recruitment, Retention and Training of Career-Technical Education Educators

Stakeholders will assess the educator workforce in career-technical education programs through this section of the comprehensive local needs assessment. The analysis is not limited to teachers, instructors and faculty. It also includes specialized instructional support personnel, paraprofessionals, and career guidance and advisement professionals. Most importantly, the assessment asks participants to look at the diversity of these professionals and how closely they match the diversity of the education system in the local or regional community.

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) Section 134(c)(2)(D) says the comprehensive local needs assessment must include: A description of how the eligible recipient will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.

Suggested Materials for Review	Suggested Stakeholders to Consult
• Data on faculty, staff, administrator and counselor preparation, credentials, salaries and benefits, tenure and demographics; • Student demographic data; • Description of recruitment process; • Description of retention process; • Description of professional development, mentoring and externship opportunities; • Data on educator participation in professional development, mentoring and externships; • Findings from educator evaluations or other resources showing the impact of professional development, mentoring and externships; • Results of surveys or focus groups regarding needs and preferences; • Trend data on educator and staff shortages in career-technical education program areas and demographics; • Trend data on educator and staff retention in career-technical education areas and demographics.	All stakeholders required by law, particularly: • Secondary and postsecondary teachers or faculty; • Human resource department members; • Administrators, teachers and faculty; • Career guidance and advisement professionals; • Representatives from special populations and subgroups; • Corrections education staff; • Representatives from Indian tribes and tribal organizations in the state, where applicable; • Data staff; • Parents or caregivers and students; • Teacher preparation educators.

Suggested Strategies for Consultation

- Assemble a work group to examine data, including educators, career guidance professionals and human resources staff;
- Host focus groups, interviews or study circles with the following:
  - Veteran teachers;
  - Developing teachers;
  - Individuals charged with selecting, designing and implementing professional development;
  - Human resources staff.

Questions to Answer

1. What processes are in place to recruit new educators for career-technical education programs?
2. What are the local recipients' succession plans related to retirement, growing student interests and emerging occupations?
3. What ongoing professional development does the local recipient offer on career-technical education academic and technical instruction?
4. What mentoring and onboarding processes are in place for new instructors?

EQUITY-FOCUSED QUESTIONS

5. What is the demographic makeup of faculty and staff? How does it compare to your current student population?
6. What systems and processes are in place to increase recruitment and retention of the underrepresented populations?

Part E: Improving Equity and Access

The comprehensive local needs assessment requires stakeholders to assess progress toward equitable access to all career-technical education programs. Stakeholders also should identify and examine any real or perceived barriers that may prevent students of any special populations or subgroups from entering and thriving in career-technical education programs. The part E section will speak specifically to access across student subgroups and special populations and is meant to ensure the access is meaningful and sustained for each student.

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) Section 134(c)(2)(E) says the comprehensive local needs assessment must include: *A description of progress toward implementation of equal access to high-quality career and technical education courses and program of study for all students including:*

- *Strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;*
- *Providing programs that are designed to enable special populations to meet the local levels of performance; and*
- *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.*

As the leadership team engages stakeholders for part 4, it is important to remember who is included under the definition of special populations to ensure the team addresses every special population in the needs assessment, action plan and instructional services. The definition has broadened under Perkins V, so it is important to check data systems for access to information. (As a reminder, section 3 of the new Perkins V Act includes all definitions.)

Sec. 3(48) Special Populations. The term “special populations” means:

- Individuals with disabilities;
- Individuals from economically disadvantaged families, including low income youth and adults;
- Individuals preparing for nontraditional fields;
- Single parents, including single pregnant women;
- Out-of-work-individuals (postsecondary);
- English learners;
- Homeless individuals described in section 725 of the McKinney-Vento Act;
- Youth who are in, or have aged out of, the foster care system;
- Youth with a parent who is:
  - o A member of the armed services; and
  - o On active duty status.

Suggested Materials for Review	Suggested Stakeholders to Consult
• Program promotional materials; • Recruitment activities for each special population; • Career guidance activities for each special population; • Processes for communicating and providing accommodations, modifications and supportive services for special populations; • Available services to support all students, including special populations; • Procedures for work-based learning for special population students; • Information on accelerated credit and credentials available for special populations; • Data on career-technical education participation and performance by each career area and each special population; • Data on participation of special populations in Career-Technical Student Organizations • Findings from the program quality component; • Findings from surveys or focus groups of students, parents and community members representing special populations and subgroups; • State and local labor market information on current and projected employment.	All stakeholders required by law, particularly: • Elementary, secondary and postsecondary teachers or faculty; • Middle school career-technical education and career connections teachers; • Administrators, teachers and faculty; • Career guidance and advisement professionals; • Corrections education staff; • Tribal organizations and representatives; • Representatives from special populations; • Data staff; • Parents or caregivers and students; • Elementary and middle school teachers.

Suggested Strategies for Consultation
• Assemble a work group to examine data, including educators, career guidance professionals and representatives from special populations and subgroups; • Host focus groups, interviews or study circles with the following: o Students and former students; o Parents or caregivers; o Career-technical student organization advisors; o Representatives from special populations and subgroups; o Corrections education staff; o Representatives from Indian tribes and tribal organizations in the state, where applicable; o Business, industry and community partners.

Questions to Answer
EQUITY-FOCUSED QUESTIONS 1. To what degree are student special populations and subgroups taking part in career-technical education at disproportionate levels, compared to the overall student population, at the local recipient, pathway and program levels? Which groups are overrepresented and underrepresented? 2. What strategies exist to expose and recruit all students to high-skill, high-wage, in-demand careers and career guidance throughout their education experiences? 3. What barriers, such as prerequisites, admission requirements, transportation, child care or scheduling, prevent special populations and subgroups of students from accessing the programs? What barriers prevent special populations and subgroups of learners from taking part in embedded activities, such as work-based learning, accelerated credit (including dual enrollment) and career-technical education student organizations? 4. What differentiated accommodations, modifications and supportive services are provided to ensure success and equity for all students within all programs? What additional accommodations, modifications and supportive services are needed to ensure the success of special population groups? 5. How does the local recipient engage faculty and staff in professional development focusing on instruction, career development and other services to students in an equitable, unbiased way?

Step 5: Discuss and Record Findings

Step 5 helps local recipients organize the findings from the work done in Steps 1 through 4. The worksheets included in the Comprehensive Local Needs Assessment and Application Workbook ensure clear documentation of the results found in the stakeholder engagement and data-gathering sections. The worksheets also contain questions to cultivate the conversation. The framework is only a suggestion, but it can ensure the comprehensive local needs assessment has met the requirements and answered necessary questions. The workbook easily transitions to the local application to simplify the process for local recipients.
Local Needs Assessment and Application Workbook
The Ohio Department of Education and the Ohio Department of Higher Education have provided a workbook to organize each part of the comprehensive local needs assessment and local application requirements. See that workbook for details on organizing thoughts, strengths, areas for improvement and key findings.

The worksheets for parts A through E are formatted for synthesizing and formulating strategies, drawing from the information gathered in the comprehensive local needs assessment. The questions align with the questions in Parts A through E of this Comprehensive Local Needs Assessment Guidebook.

- Please address the "Current Status" with the reality of the local district or institution;
- "Local Needs";
- "Goals" should represent a vision of what local recipients would like to accomplish toward closing gaps in two years;
- "Strategies" should represent efforts needed to meet local needs and meet the goal;
- Questions below the "Equity-Focused Questions" bar help the leadership team identify gaps among special populations and subgroups, especially inequitable access to and outcomes in career-technical education programs;
- Questions highlighted in green align with the "Must Cover" sections of the local application and should receive special consideration because they must be the priorities in the next steps;
- Begin synthesizing thoughts in the "Summary of Priorities" box below the main questions;
- The next step, filling out the local application, will bring all the questions from each part into one set of findings. It is important to consider which of these key findings the local leadership team will prioritize in that portion of the local application. The questions in the workbook mirror the questions in each part of Step 4 of the guidebook. Record thoughts and findings on these questions in the workbook. The questions align with the questions identified in Step 6 to complete the local application. Leadership team members should work together to review the findings and organize them in the format outlined in the workbook. They then can establish key areas for improvement in the Strategies section. The comprehensive local needs assessment will identify many needs for district improvement. The workbook offers the team an opportunity to synthesize those needs and determine which are most important to address.

Step 6: Setting Priorities and Moving to Action: Local Application

Step 6 is the final organization of findings, which constitute the bulk of the local application. The leadership team will take the key findings of Step 5 and organize them into a simplified and clear direction for addressing the priority areas identified through the comprehensive local needs assessment. Local needs and goals are addressed by determining the most important priority areas using strategies. Districts or institutions must address topics identified as "Must Cover" in these local needs and strategies, per Perkins V legislation.

Comprehensive Local Needs Assessment and Application Workbook

The "local application" tab provides an opportunity to summarize the results of each previous tab. Before completing this tab, discuss with your leadership team which of the questions and topics in Parts A through E will be priorities for the local recipient. The leadership team then will complete the "Summary of Priorities," "Goals" and "Strategies" for each part. The Summary of Priorities box at the bottom of Parts A through E should clearly align with the first box for each part. When completing the Goals and Strategies, note the criteria for evaluation. The Office of Career-Technical Education will use these criteria when reviewing applications for approval. Make sure to also take note of the "Must Cover" sections because these must be addressed in the local application, per Perkins V legislation. The leadership team also will need to review the "Required Uses of Funds Glossary" tab to fill in the last column on the local application tab. Simply list the funds required for the strategies identified for at least one part and indicate the amount the leadership team expects to be allocated to that strategy. For example, a strategy for Part C on integration of career-technical education and academic standards might align to Permissible Uses of Funds 2.A and 4.

The "Required Uses of Funds Glossary" tab in the workbook contains an exhaustive list of the required uses of funds for the last column of the Local Application tab. The Budget Page tab also offers an opportunity to budget funds by assigning an amount to each required use of funds. Note: The budget information still must be completed in the Budget portion of the CCIP.

It is important when reviewing the findings and determining next steps to narrow the list of needs to a key set of actions and strategies that will have the greatest impact on the following:

- Closing performance gaps for special population groups;
- Improving program size, scope and quality and ensuring labor market alignment;
- Improving program quality;
- Making sure you have the best and most diverse educators;
- Removing barriers that reduce access and success.

When prioritizing areas of focus, refer to the notes from all comprehensive local needs assessment discussions and consider broader questions for each part, such as the following:

- Part A: Which performance areas are the most difficult to remedy? For which student groups? What can the district or institution do to address those needs?
- Part B-1: Which programs are strong and should be supported to keep momentum? Which programs are struggling and should be discontinued or reshaped to achieve adequate size, scope and quality? Are there specific components of program quality that present challenges across career areas?
- Part B-2: Are programs adequately addressing current and emerging employer needs? Will programs allow students to earn a living wage when they become employed?
- Part C: Are secondary and postsecondary programs and support systems aligned to ensure students can move through a pathway without barriers or replication? Do the credentials the district or institution awards to students have economic value to students and employers?
- Part D: How can you get faculty and other key individuals to join your staff? What support is needed to retain effective teachers and instructors?
- Part E: Which special populations and subgroups are struggling the most? Are there activities that would remove barriers right away? What are long term solutions to ensuring all special populations and subgroups are successful?

Step 7: Complete Local Application

Once the leadership team has completed the Comprehensive Local Needs Assessment and Application Workbook and before the team submits it, the team should give the stakeholder engagement committee an opportunity to review the information. This ensures the local recipient is accurately capturing and seriously addressing stakeholder perspectives on the local needs. Though this step is not required, the Ohio Department of Education strongly encourages it. Letting the stakeholder engagement team review the workbook and application also allows stakeholders a final opportunity to help address the goals and implement the strategies identified in the local application.

Appendix A
Reference and Resource Documents

- Advance CTE Guide for State Leaders: Maximizing Perkins V's Comprehensive Local Needs Assessment & Local Application to Drive Quality and Equity in CTE
- Association for Career and Technical Education: Guide for Local Leaders: Maximizing Perkins V's Comprehensive Local Needs Assessment & Local Application to Drive Equality in CTE
- School Interventions that Work: Targeted Support for Low-Performing Students (Alliance for Excellent Education)
- Let's Get This Conversation Started: Strategies, Tools, Examples and Resources to Help States Engage with Stakeholders to Develop and Implement their ESSA Plans (Link)

Appendix B

Public Participation Guide: Tools to Generate and Obtain Public Input

The following table lists some basic in-person tools for obtaining public input.

In-Person Tools for Generating Input		
Tool	**# of Participants**	**Best Suited for**
Interviews	Individual or Small Group	Learning about individual perspectives on issues
Focus Groups	Small groups (15 or fewer)	Exploring attitudes and opinions in depth
Study Circles	Small (5-20)	Information sharing and focused dialogue
Public Meetings and Hearings	Large groups	Presenting information to and receiving comments or feedback from the public
Public Workshops (Effective Engagement Toolkit from Victoria, Australia Department of Sustainability and Environment)	Multiple small groups (8-15 in each small group)	Exchanging information and problem-solving in small groups.
Appreciative Inquiry Process	Varies, but usually involves "whole system"	Envisioning shared future, not making decisions
World Cafés	Very adaptable, involving multiple simultaneous conversations (four to eight participants in each small group)	Fostering open discussion of a topic and identifying areas of common ground
Charrettes	Small to medium	Generating comprehensive plans or alternatives
Electronic Democracy	Unlimited	Enabling the direct participation of geographically dispersed public at their convenience
Computer-Assisted Processes	Large	Receiving real-time quantitative feedback to ideas or proposals

Appendix C
Collecting Resources and Data

Gather and review each type of data described below before moving to the next type.

This data will spur more accurate, informed conversations as the team completes the comprehensive local needs assessment and local application. Some of the data points below link to data sources. If you are reading this guide in printed form, access the document on the Ohio Department of Education's website to follow the links.

Data Resources	
Learning Environment and Culture • Inventory of classroom and laboratory space: o Number of seats compared to number of assigned students in a classroom; o Learning environment design; o Equipment inventory; o Equitable access for each student to learning environment and necessary equipment. • Inventory of educator professional development; Equity measures: o Comparison of special population and subgroup participation • School climate and culture: o Chronic absenteeism data.	**Business and Community** • Regional In-Demand Job Data from OhioMeansJobs.com; • Ohio Department of Job and Family Services Workforce Projections; • Local and regional business needs: o From the Business Advisory Council. • Advisory Committee Membership List; • Advisory Committee Policies, Procedures and Minutes; • Advisory Committee Program Evaluation Results; • Inventory of Local Economic Development Organizations.
Pathway Design • Enrollment data trends for all courses in a pathway; • Inventory of technical and academic alignment of lessons, projects, units and courses; • Inventory of planning documents: o Pacing guides; o Assessment blueprints; o Syllabi; o Unit and lesson plans; o Course, postsecondary and industry credential alignment identified. • Student interest survey data; • Program support and funding disproportionality.	**Learner Achievement** • Informal and formative assessment data; • Perkins V local performance indicators, including an evaluation of performance for special populations and each subgroup; • WebXam Data: o Technical skill attainment; o Participation. • Post-placement data; • Industry credential attainment; • Attendance rate; • Academic indicators; • Experiential learning participation and review data; • Career-technical student organization participation and student achievement: o Students and instructor or advisor.

Appendix D
Communication Tools and Resources

Under Development

DO NOT DISTRIBUTE OR REPRODUCE THIS DOCUMENT