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Local Needs Assessment and Application

This document is the framework in which districts will turn the results of their needs assessment into the local application. Along with other documentation and data from the needs assessment, this document represents the entirety of the Local Application that local recipients of Perkins funds must submit in Ohio. Please feel free to add rows as necessary, but please do not delete or edit the format of the document. It is important that local recipients complete each of the tabs included according to the following guidance:

For guidance on use of the document, or for clarification of how to complete the required parts, please see the Comprehensive Local Needs Assessment and Application Guidebook.

Local Needs Assessment Stakeholder Documentation

Local Recipient Leadership Team

Representative	Name	Institution/Position	Responsibility

Ohio Department of Education
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Comprehensive Local Needs Assessment Stakeholder Engagement Committee

Representative	Name	Institution/Position	Responsibility
Postsecondary Perkins Grant Coordinator			
Secondary Perkins Grant Coordinator			
Teacher(s) - Secondary			
Faculty - Postsecondary			
Secondary Administration			
Postsecondary Administration			
Representative(s) of Special Populations			
Career Guidance and			
Academic Counselor(s)			
Student(s)			
Community			
Business & Industry			
Workforce Development			
Parent(s)			
Other			
(Data Support, Admin Assistant, HR, Business Office, etc.)			

Part A - Evaluation of Student Performance

<p align="center">Question</p> <p><small>Must Cover: Work-Based Learning Opportunities, Please also include a breakdown of programs and courses offered</small></p>	<p align="center">Current Status</p>	<p align="center">Goals</p>	<p align="center">Strategies</p>
<p>1. What internal systems and processes are in place to ensure accurate and clear data reporting to EMIS and/or HEI? How is the data reviewed and confirmed by all relevant parties?</p>			
<p>2. Which career-technical education programs are performing above the state determined levels of performance and which programs are performing below?</p>			
<i>EQUITY-FOCUSED QUESTIONS</i>			
<p>3. How are each of the identified special populations performing per the federal accountability indicators at local recipient level? If available, how are the identified special populations performing per career-technical education career field pathway/program?</p>			

Summary of Priorities

B-1: Size, Scope, and Quality

Question	Current Status	Goals	Strategies
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Must Cover: Work-Based Learning Opportunities, Please also include a breakdown of programs and courses offered

SECONDARY-SPECIFIC QUESTIONS

1. How many career technical education pathways/programs are being offered within the career technical planning district (CTPD)? Is the CTPD offering the required number of pathways for the size of the CTPD? If no, how is the CTPD 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. Through the evaluation of career-technical education programs with the Quality Program Standards, which programs are rated minimal or below?			

EQUITY-FOCUSED QUESTIONS

4. What percentage of career-technical education learners are engaged in work-based learning experiences and/or job placement services? How do the percentages vary across career-technical education programs or pathways? Across identified subpopulations groups?			
5. What are the systems and processes in place to provide all career-technical education learners career advisement and development prior to and during a career-technical education pathway/program? How does this vary across career-technical education programs or pathways? Across identified sub populations groups?			

POSTSECONDARY SPECIFIC QUESTIONS

6. What are the programs the institutions offer in occupational fields leading to immediate employment but not necessarily leading to a baccalaureate degree?			
7. What policies and practices do the institutions incorporate into its structure to maintain accreditation and academic standards of high quality for programs and student support services offered by the institution as defined by its accreditor?			

Summary of Priorities

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B-2: Labor Market Alignment

Question

Must Cover: Decision-making process for offering programs based on Local Needs Assessment and review of alignment to current Labor Market needs, a description of any new programs being offered

Current Status

Goals

Strategies

1. What are the highest projected growth industries in the region? What are the emerging occupations in those industries?

2. How are career-technical education programs offered aligned to engage learners in the 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 the career-technical education programs are aligned to high wage, high wage, or in-demand industry sectors or occupations in the region? (e.g., pathway advisories, Business Advisory councils, program advisory boards, etc.)

4. How often does the local recipient receive information from the Workforce Innovation and Opportunities Act Board on 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, what gaps exist?

6. What CTE programs that have under representations of the subpopulations?

7. What systems and processes are in place to ensure equitable opportunities for students of subpopulations in programs and programs of study leading to high-skill, high-wage or in-demand industry sectors or occupations?

Summary of Priorities

Part C - Progress Toward Implementing CTE Programs of Study

<p align="center">Question</p> <p><small>Must Cover: Integration of academic and CTE content through use of Ohio learning standards, opportunities for post-secondary credit in high school</small></p>	<p align="center">Current Status</p>	<p align="center">Goals</p>	<p align="center">Strategies</p>
<p>1. How are career-technical education programs of study aligned across secondary and postsecondary education with multiple entry and exit points?</p>			
<p>2. How is academic content being integrated into career-technical programs of study?</p>			
<p>3. What career-technical education programs have credit transfer agreements in place to help students earn and articulate credit?</p>			
<p>4. What are the identified gaps in student retention using course enrollment data?</p>			
<p>5. What percentage of students in career-technical education programs are earning recognized postsecondary credentials?</p>			
<i>EQUITY-FOCUSED QUESTIONS</i>			
<p>6. How does credential attainment vary across programs or pathways? How does it vary across subpopulation groups?</p>			

Summary of Priorities

Part D - Recruitment, Retention, and Training of CTE Educators

<p align="center">Question</p> <p><small>Must Cover: Integration of academic and CTE content through use of Ohio learning standards, opportunities for post-secondary credit in high school</small></p>	<p align="center">Current Status</p>	<p align="center">Goals</p>	<p align="center">Strategies</p>
<p>1. What processes are in place to recruit new educators for career-technical education programs?</p>			
<p>2. What are the local recipients' succession plans in regard to retirement, growing student interests, and emerging occupations?</p>			
<p>3. What ongoing professional development is offered by the local recipient around career-technical education academic and technical instruction?</p>			
<p>4. What mentoring and onboarding processes are in place for new instructors?</p>			
<i>EQUITY-FOCUSED QUESTIONS</i>			
<p>5. What is the demographic makeup of faculty and staff? How does it compare to your current student population?</p>			
<p>6. What systems and process are in place to increase recruitment and retention of the underrepresented populations?</p>			

Summary of Priorities

Part E - Improving Equity and Access

Question	Current Status	Goals	Strategies
Must Cover: Strategies for increasing access to and success in CTE programs for special populations, equitable and widespread career exploration and guidance for each student throughout their experience with CTE			

EQUITY-FOCUSED QUESTIONS

1. To what degree are student special populations taking part in career-technical education at disproportionate levels, in comparison to the overall student population, at the local recipient, pathway and program levels? Which groups are over- and under-represented?			
2. What strategies exist to expose and recruit all students to high-skill, high-wage, in-demand careers and career guidance throughout their education experience?			
3. What barriers (such as prerequisites/admission requirements, transportation, childcare or scheduling) prevent subpopulations of learners from accessing your programs? What barriers prevent subpopulations 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 the 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 manner?			

Summary of Priorities

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Required Uses of Funds

1	provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities and programs of study, which may include—
A	introductory courses or activities focused on career exploration and career awareness, including non-traditional fields;
B	readily available career and labor market information, including information on— <ul style="list-style-type: none"><li data-bbox="357 862 904 895">• occupational supply and demand;<li data-bbox="357 1050 801 1082">• educational requirements;<li data-bbox="357 1229 1846 1262">• other information on careers aligned to State, local, or tribal (as applicable) economic priorities; and<li data-bbox="357 1417 717 1449">• employment sectors
C	programs and activities related to the development of student graduation and career plans
D	career guidance and academic counselors that provide information on postsecondary education and career options

E	any other activity that advances knowledge of career opportunities and assists students in making informed decisions about future education and employment goals, including in non-traditional fields; or
F	provide students with strong experience in, and comprehensive understanding of, all aspects of industry
	Required Uses of Funds
2	provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, which may include—
A	professional development on supporting individualized academic and career and technical education instructional approaches, including the integration of academic and career and technical education standards and curriculum
B	professional development on ensuring labor market information is used to inform the programs, guidance, and advisement offered to students, including information provided under section 15(e)(2)(C) of the Wagner-Peyser Act (29 U.S.C. 491–2(e)(2)(C))
C	providing teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding of all aspects of an industry, including the latest workplace equipment, technologies, standards, and credentials
D	supporting school leaders and administrators in managing career and technical education programs in the schools, institutions, or local educational agencies of such administrators or school leaders
E	supporting the implementation of strategies to improve student achievement and close gaps in student participation and performance in career and technical education programs
F	providing teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, principals, school leaders, or paraprofessionals, as appropriate with opportunities to advance knowledge, skills, and understanding in pedagogical practices, including, to the extent the eligible recipient determines that such evidence is reasonably available, evidence-based pedagogical practices

G	training teachers, faculty, school leaders, administrators, specialized instructional support personnel (including career guidance and academic counselors), or paraprofessionals, as appropriate to provide appropriate accommodations for individuals with disabilities, and students with disabilities who are provided accommodations under the Rehabilitation Act of 1973 (29 U.S.C. 701 et seq.) or the Individuals with Disabilities Education Act
H	training teachers, faculty, specialized instructional support personnel (including career guidance and academic counselors), and paraprofessionals in frameworks to effectively teach students, including a particular focus on students with disabilities and English learners, which may include universal design for learning, multi-tier systems of supports and positive behavioral interventions and support; or
I	training for the effective use of community spaces that provide access to tools, technology, and knowledge for learners and entrepreneurs, such as makerspaces or libraries
	Required Uses of Funds
3	provide within career and technical education the skills necessary to pursue high-skill, high-wage or in-demand industry sectors or occupations
	Required Uses of Funds
4	support integration of academic skills into career and technical education programs and programs of study to support—
	<ul style="list-style-type: none"> • CTE participants at the secondary school level in meeting the challenging State academic standards adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 by the State in which the eligible recipient is located; and • CTE participants at the postsecondary level in achieving academic skills;
	Required Uses of Funds
5	plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance established under section 113, which may include—

A	curriculum aligned with the requirements for a program of study
B	sustainable relationships among education, business and industry, and other community stakeholders, including industry or sector partnerships in the local area, where applicable, that are designed to facilitate the process of continuously updating and aligning programs of study with skills in demand in the State, regional, or local economy, and in collaboration with business outreach staff in one-stop career centers, as defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102), and other appropriate organizations, including community-based and youth-serving organizations
C	where appropriate, expanding opportunities for CTE concentrators to participate in accelerated learning programs (as described in section 4104(b)(3)(A)(i)(IV) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7114(b)(3)(A)(i)(IV)), including dual or concurrent enrollment programs, early college high schools, and the development or implementation of articulation agreements as part of a career and technical education program of study
D	appropriate equipment, technology, and instructional materials (including support for library resources) aligned with business and industry needs, including machinery, testing equipment, tools, implements, hardware and software, and other new and emerging instructional materials;
E	a continuum of work-based learning opportunities, including simulated work environments;
F	industry-recognized certification exams or other assessments leading toward a recognized postsecondary credential;
G	efforts to recruit and retain career and technical education program teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals;
H	where applicable, coordination with other education and workforce development programs and initiatives, including career pathways and sector partnerships developed under the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.) and other Federal laws and initiatives that provide students with transition-related services, including the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
I	expanding opportunities for students to participate in distance career and technical education and blended-learning programs;
J	expanding opportunities for students to participate in competency-based education programs;

K	improving career guidance and academic counseling programs that assist students in making informed academic and career and technical education decisions, including academic and financial aid counseling;
L	supporting the integration of employability skills into career and technical education programs and programs of study, including through family and consumer science programs;
M	supporting programs and activities that increase access, student engagement, and success in science, technology, engineering, and mathematics fields (including computer science and architecture) for students who are members of groups underrepresented in such subject fields;
N	providing career and technical education, in a school or other educational setting, for adults or out-of-school youth to complete secondary school education or upgrade technical skills;
O	supporting career and technical student organizations, including student preparation for and participation in technical skills competitions aligned with career and technical education program standards and curriculum;
P	making all forms of instructional content widely available, which may include use of open educational resources;
Q	supporting the integration of arts and design skills, when appropriate, into career and technical education programs and programs of study;
R	partnering with a qualified intermediary to improve training, the development of public-private partnerships, systems development, capacity-building, and scalability of the delivery of high-quality career and technical education;
S	support to reduce or eliminate out-of-pocket expenses for special populations participating in career and technical education, including those participating in dual or concurrent enrollment programs or early college high school programs, and supporting the costs associated with fees, transportation, child care, or mobility challenges for those special populations; or
T	other activities to improve career and technical education programs; and

	Required Uses of Funds
6	develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required under section 134(c) and the local report required under section 113(b)(4)(B).

Total Allocation:

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Purpose Code	Object Code	Salaries 100	Retirement and Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600
Instruction						
Support Service						
Governance/Admin						
Prof Development						
Transportation						
Total		\$ -	\$ -	\$ -	\$ -	\$ -

Grand Total: \$ -