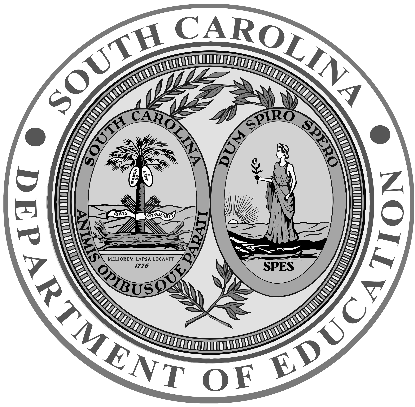
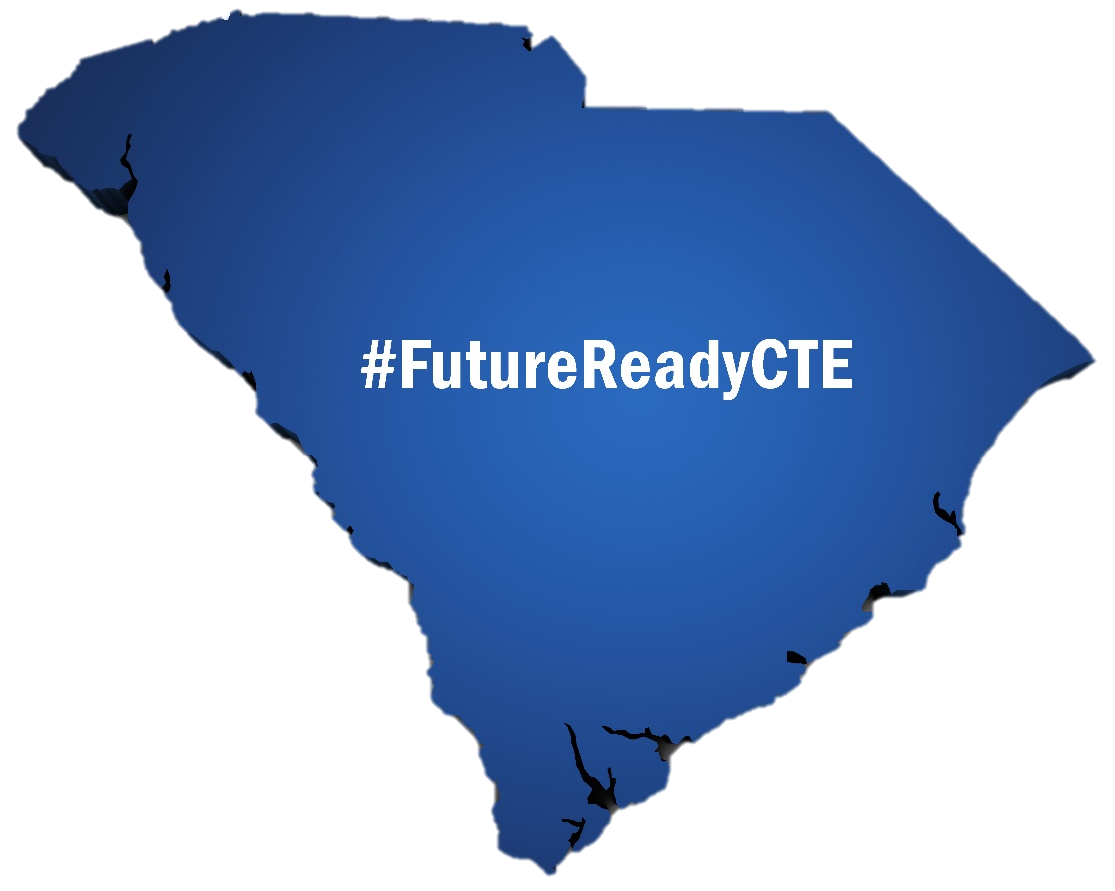
Perkins V



**2022 Comprehensive Local Needs Assessment**

**Office of Career and Technical Education**

**“Strengthening Career and Technical Education for the 21st Century Act”  
 (Perkins V, Public Law 115-224)**

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Perkins V

“Strengthening Career and Technical Education for the 21st Century Act” (Perkins V, Public Law 115-224)

# Comprehensive Local Needs Assessment (CLNA)

# Evaluation of Career and Technical Education Programs

# 2020-2032

# #FutureReadyCTE Strategic Planning

South Carolina is positioned to strengthen the alignment of high-quality education and workforce development programs and activities that prepare current and future job seekers for high-demand, high-wage careers. The state’s focus on partnership and collaboration will lead to greater alignment of programs and resources that will bring us closer to achieving our vision for South Carolina.

**Vision Statement:**

All students graduate prepared for success in college, careers, and citizenship.

**Mission for Perkins V:**

To cultivate the development of a skilled workforce and a responsive workforce system that meets the needs of business and industry leading to sustainable growth, economic prosperity, and global competitiveness for South Carolina.

**Strategic Plan for Career and Technical Education (CTE): Eight Vision Themes**

1. **Performance and Accountability**

To meet specific measures of performance at all levels

1. **Business and Industry Alignment**

To develop a network of business relationships that promote career awareness and marketable skills

1. **Career Clusters, Pathways and Programs**

To develop and implement a relative curriculum that uses current technical and instructional strategies

1. **Career Guidance and Awareness**

To create awareness and promote the value of career and technical education

1. **Equity and Innovation**

To develop a responsive system of effective opportunities leading to student success

1. **Teacher Recruitment, Development, and Retention**

To develop and implement a system for recruitment and retaining quality educators and students

1. **CTE Leadership Development**

To provide an effective leadership program for career and technical education

1. **Quality**

To acquire the funds essential to achieve the vision

**Purpose of the Comprehensive Local Needs Assessment**

The Comprehensive Local Needs Assessment (CLNA) is a vital part of the Strengthening Career and Technical Education for the 21st Century Act which amended the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) was signed into law on July 31, 2018. The CLNA provides a process designed to help identify where local CTE programs may need improvements and where exceptional CTE programs and activities exist. The application of the CLNA also helps to ensure accountability for the uses of state and federal funds to improve CTE programs and CTE student performance.

**Purpose**

The purpose of this document is to provide a template to prepare the content of the needs assessment by:

* Explaining the purpose of the needs assessment
* Outlining the required components of the assessment
* Providing tools for identifying needs
* By conducting needs assessment, the Team will:
  + Use evidence-based strategies to recognize needs of the industry
  + Identify strengths and weaknesses of secondary and postsecondary CTE programs
  + Perform a root-cause analysis of gaps
  + Make progress toward student success and employment

**What is a comprehensive local needs assessment?**

A **needs assessment** is a systematic set of procedures used to determine needs, examine their nature and causes. A needs assessment is conducted to determine the needs of people – i.e., recipients of the services provided by an organization. In education, the recipients are students, parents and future employers. A comprehensive needs assessment consists of the following steps:

1. Identify participants on the Needs Assessment Team (stakeholders)
2. Identify data sources to be analyzed. A list of required and allowable data sources is provided by the state.
3. Engage stakeholders in a review of focused data and analyze the data
4. Identify areas of growth and strengths (what is working)
5. Identify areas of opportunity (what is not working)

**Why complete a comprehensive local needs assessment?**

The reauthorization of the Perkins Act through Perkins V requires that eligible recipients complete a needs assessment that must be included in the Perkins application. There are six components of the comprehensive needs assessment:

1. Evaluation of Labor Market Data
2. Evaluation of student performance
3. Description of the CTE programs offered (size, scope, quality and aligned to in-demand industry sectors)
4. Evaluation of the progress toward implementing CTE programs and programs of study
5. Description of recruitment, retention and training for CTE educators.
6. Description of progress toward implementing equal access to CTE for all students, including special populations.

**How often is a comprehensive local needs assessment needed?**

The needs assessment must be completed **every two years**, with a review of progress in the interim. The assessment must be **completed prior** to the completion of the grant application and submitted with the application. The needs assessment should be part of an on-going performance management cycle.

**Who should participate in the comprehensive local needs assessment process?**

Local recipients are required to engage a diverse body of participants who will plan and implement the needs assessment. The Needs Assessment Team is comprised of local stakeholders who will develop, review and analyze assessment results to support cross-sector coordination. Perkins V requires, at a minimum, the following participants to engage in the initial needs assessment, local application development and on-going consultation [Sec.134 (d) and (e)]:

1. CTE program representatives at the secondary and postsecondary levels

* Teachers
* Faculty
* Administrators
* Career guidance counselors and advocates
* Advisement professionals
* Specialized instructional support specialists and paraprofessionals

1. State or local workforce development board representatives
2. Representatives from a range of local businesses and industries
3. Parents and students
4. Representatives of special populations
5. Representatives from agencies serving at-risk, homeless and out-of-school youth

**Process**

1. Establish a Local Needs Assessment Team

Perkins V requires the needs assessment to be completed in consultation with specific stakeholders. Page 4 of this document lists all required stakeholders. All groups listed on page 4 must be a part of the Local Needs Assessment Team.

1. Assign three co-coordinators for the Local Team – one from secondary education, one from a postsecondary institution, and one business partner
2. Gather, review and analyze data (state staff will provide required data sources and a list of optional resources).
3. Convene the Team to write the needs assessment (Each Team must meet at least once throughout this process).
4. Complete the needs assessment Template
   * 1. All steps and all parts are required
     2. Incomplete assessments will not be approved
     3. Add rows to tables as needed
     4. Include the data analysis documents (required)

**Template**

The needs assessment Template outlines all of the required steps:

STEP 1: Analysis of Labor Market Information

Part 1: Utilize the Labor Market Analysis Tool (Excel)

Part 2: Use additional approved sources of data and compare the data to Part 1 findings.

Part 3: Bring the Team together to discuss the findings from Parts 1 & 2

Part 4: Based on the input from local stakeholders, use this template to provide answers to the r needs assessment questions

STEP 2: Analysis of Student Performance (including Special Populations defined by Perkins V)

STEP 3: Analysis of Programs (including Special Populations defined by Perkins V)

Part 1: Size, Scope and Quality

Part 2: Progress toward Implementing Programs of Study

Part 3: Recruitment, Retention and Training of CTE Educators

Part 4: Progress toward Improving Access and Equity

**Stakeholder Team**

| Perkins Law – Sec. 134 (d) - Required CLNA Stakeholder Consultation |
| --- |
| (d) CONSULTATION.—In conducting the comprehensive needs assessment under subsection (c), and developing the local application described in subsection(b), an eligible recipient shall involve a diverse body of stakeholders, including, at a minimum—  (1) representatives of career and technical education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals;  (2) representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators;  (3) representatives of the State board or local workforce development boards and a range of local or regional businesses or industries;  (4) parents and students;  (5) representatives of special populations;  (6) representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965);\*  (7) representatives of Indian Tribes and Tribal organizations in the State, where applicable; and  (8) any other stakeholders that the eligible agency may require the eligible recipient to consult. |

\*[Section 1432 of the Elementary and Secondary Education Act of 1965](https://www2.ed.gov/policy/elsec/leg/esea02/pg11.html#sec1432): “(2) AT-RISK- The term at-risk', when used with respect to a child, youth, or student, means a school aged individual who is at-risk of academic failure, has a drug or alcohol problem, is pregnant or is a parent, has come into contact with the juvenile justice system in the past, is at least 1 year behind the expected grade level for the age of the individual, has limited English proficiency, is a gang member, has dropped out of school in the past,

or has a high absenteeism rate at school.”

Perkins V

“Strengthening Career and Technical Education for the 21st Century Act” (Perkins V, Public Law 115-224)

# Comprehensive Local Needs Assessment (CLNA) Template

# Evaluation of Career and Technical Education Programs

# 2020-2032

# #FutureReadyCTE Strategic Planning

Use of Perkins V funding is based on the results of the comprehensive needs assessment. Activities and expenditures should not be included in a grant application if the eligible recipient cannot demonstrate a need based on the assessment.

* The needs assessment must be completed every two years with a review of progress in the interim. The assessment must be completed prior to completion of the grant application. Local applications will not be accepted without the corresponding needs assessment.

| **Team Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | |
| --- | --- |
| **Needs Assessment Lead Co-Coordinators: Contact Information:** | |
| **Secondary:** |  |
| **Postsecondary:** |  |
| **Business Partner:** |  |

| **Representative** | |  | **Name** | **Institution and Position** | **Responsibility** |
| --- | --- | --- | --- | --- | --- |
| **Co-Coordinators** | **Postsecondary Perkins Grant Coordinator** | |  |  |  |
| **Secondary Perkins Grant Coordinator** | |  |  |  |
| **Teacher(s) - Secondary** | | |  |  |  |
| **Faculty - Postsecondary** | | |  |  |  |
| **Secondary Administration** | | |  |  |  |
| **Postsecondary Administration** | | |  |  |  |
| **Specialized instructional support and paraprofessional(s)** | | |  |  |  |
| **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.)** | | |  |  |  |

**STEP 1: Analysis of Labor Market Information**

**Perkins V Section 134(c)(2)(B)(ii)**

*The local needs assessment shall include…*

*(B) A description of how career and technical education programs offered by the eligible recipient are—*

*(ii) (I) aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development board described in section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C.3111) (referred to in this section as the ‘State board’) or local workforce development board, including career pathways, where appropriate; or*

*(II) designed to meet local education or economic needs not identified by State boards or local workforce development boards.*

| **What Information Should Locals Collect: Labor Market Alignment** | |
| --- | --- |
| **What does the law say?**  The needs assessment will include a description of how CTE programs offered by the eligible recipient align to state, regional, Tribal, or local in-demand industry sectors or occupations identified by the state workforce development board or local workforce development board, including career pathways, where appropriate. The needs assessment may also identify programs designed to meet local education or economic needs not identified by state boards or local workforce development boards. | **What does the law mean?**  The law requires an analysis of how CTE programs are meeting workforce needs and provides eligible recipients with multiple ways to demonstrate labor market demand, from a combination of state and local sources. |

**Part 1:** Utilize the Labor Market Analysis information to assess the labor market in the region

* Secondary Pathways
* Postsecondary Programs
* Additional Optional Data Resources

1. South Carolina Department of Labor data and program data sources provided in Appendix A must be used in the assessment.
2. Teams can use additional sources if they wish to supplement the labor data or provide additional evidence of needs.

**Part 2:** Use additional approved sources of data sources provided in Appendix A

**Part 3:** Bring the Team together to discuss the findings from Parts 1 and 2

**Part 4:** Based on the input from local stakeholders, use this template to provide answers to the needs assessment questions

**Based on the information determined in the abovementioned process, describe the strengths and needs in the following pages. Add rows as needed.**

**STEP 1: Analysis of Labor Market Information**

**What programs and pathways in the region align with the labor market needs?**

| **Strengths** | **Gaps** |
| --- | --- |
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**STEP 1: Analysis of Labor Market Information**

**According to the data analysis, what programs/pathways (if any) are not offered but are needed?**

| **Program** | **Evidence from South Carolina Labor Market Data** | **Evidence from Sources** |
| --- | --- | --- |
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**STEP 1: Analysis of Labor Market Information**

**What Programs/Pathways are offered, but are not supported with the local labor data?**

| **Program/Pathway** | **Reason for offering these Programs/Pathways** | **South Carolina Labor Market Data**  **or Local Labor Data Source** |
| --- | --- | --- |
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**STEP 2: Analysis of Student Performance**

**Perkins V Section 134(c)(2)(A)**

*The local needs assessment shall include…*

*(A) An evaluation of the performance of the students served by the eligible recipient with respect to State determined and local levels of performance established pursuant to section 113, including an evaluation of performance for special populations\*\* and each subgroup described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965.*

| What Information Should Locals Collect: Student Performance Data | | |
| --- | --- | --- |
| What does the law say?  The needs assessment will include an evaluation of the performance of the students served by the local eligible recipient with respect to state-determined and local performance levels, including an evaluation of performance for special populations.\*\* | **What does the law mean?**  The needs assessment must contain an evaluation of CTE concentrators’ performance on the core performance indicators. While eligible recipients already are required to do this as part of their local plans under Perkins IV, the evaluation now includes special populations.\*\* |

*\*\*2022 CLNA Steps 2 and 3 include an evaluation of performance for each subgroup and each special population for both secondary and postsecondary institutions.*

| Perkins V Sec. 2(48) Special Populations, as Defined by Perkins V | | |
| --- | --- | --- |
| * Individuals with disabilities; * Individuals from economically disadvantaged families, including low-income youth and adults; * Individuals preparing for non-traditional fields; * Single parents, including single pregnant women; * Out-of-workforce individuals; * English learners; | * Homeless individuals as described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a); * Youth who are in, or have aged out of, the foster care system; and * Youth with a parent who is a member of the armed forces and is on active duty (as such term is defined in section 101(a)(4) of title 10, United States Code). and   (ii) is on active duty (as such term is defined in section 101(d)(1) of such title. |

Each secondary and postsecondary institution will receive their student performance data based on the data submitted to the state. Program-level data is only available for postsecondary institutions. Secondary schools can pull Pathway-specific data from Pathways system for their assessment. The Needs Assessment Team must meet and evaluate the student performance strengths, gaps, and goals for improvement based on the data **for the entire region.**

**Secondary Performance**

**1S1 – Four-year Graduation Cohort Rate**

The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).

**2S1 – Academic Proficiency in Reading/Language Arts**

CTE concentrator proficiency in the challenging state academic standards adopted by the state under section1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in section 1111(b)(2) of such Act.

**2S2 – Academic Proficiency in Mathematics**

CTE concentrator proficiency in the challenging state academic standards adopted by the state under section1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in mathematics as described in section 1111(b)(2) of such Act.

**2S3 – Academic Proficiency in Science**

CTE concentrator proficiency in the challenging state academic standards adopted by the state under section1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in science as described in section 1111(b)(2) of such Act.

**3S1 – Post-Program Placement**

The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.

**4S2 – Program Quality – Attained Postsecondary Credits**

The percentage of CTE concentrators graduating from high school having attained postsecondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment or another credit transfer agreement.

**5S1 – Nontraditional Program Concentration**

The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

**Postsecondary Performance**

**1P1 – Postsecondary Retention and Placement**

The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.

**2P1 – Earned Recognized Postsecondary Credential**

The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.

**3P1 – Nontraditional Participation**

The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

**Complete the tables below and on the following pages. Add rows as needed.**

**STEP 2: Analysis of Student Performance**

**Perkins V Section 134(c)(2)(A)**

*The local needs assessment shall include…*

*(A) An evaluation of the performance of the students served by the eligible recipient with respect to State determined and local levels of performance established pursuant to section 113, including an evaluation of performance for special populations\*\* and each subgroup described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965.*

**Based on the secondary and postsecondary performance data, what are the region’s strengths in student performance?**

**\*\* Include an evaluation of performance for each subgroup and each special population for both secondary and postsecondary institutions.**

| **Strengths** | **How are these strengths being sustained in the region?** | **Local Example** |
| --- | --- | --- |
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**Optional Questions for Discussion:**

* **How are students performing in your CTE programs?**
* **What is the variation in performance among students in different programs?**
* **How are your schools and colleges performing compared to the state overall performance?**

**STEP 2: Analysis of Student Performance**

**Perkins V Section 134(c)(2)(A)**

*The local needs assessment shall include…*

*(A) An evaluation of the performance of the students served by the eligible recipient with respect to State determined and local levels of performance established pursuant to section 113, including an evaluation of performance for special populations\*\* and each subgroup described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965.*

**Based on available data, what are the student performance gaps in the region?** Use the Analysis tools provided in Appendix B to determine root cause.

**\*\* \*\* Include an evaluation of performance for each subgroup and each special population for both secondary and postsecondary institutions.**

| **Gap** | **Root Cause** |
| --- | --- |
|  |  |
|  |  |
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**Optional Questions for Discussion:**

* **How are students performing in your CTE programs?**
* **What is the variation in performance among students in different programs?**
* **How are your schools and colleges performing compared to the state overall performance?**

**STEP 3: Analysis of Programs**

Part 1: Size, Scope and Quality

**Perkins V Section 134(c)(2)(B)(i)**

*The local needs assessment shall include*

*(B) A description of how career and technical education programs offered by the eligible recipient are—*

*(i) sufficient in size, scope and quality to meet the needs of all students served by the eligible recipient; and…*

| What Information Should Locals Collect: Size, Scope & Quality | |
| --- | --- |
| What does the law say?  The needs assessment will include a description of how CTE programs offered by the local eligible recipient are sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient. | **What does the law mean?**  The provision maintains the size, scope and quality requirements in Perkins IV, but instead requires that this description be addressed through the needs assessment (which is part of the local application in Perkins V) instead of in the local plan in Perkins IV. The state has the responsibility to establish the definition of these three requirements. |

**State Definitions:**

South Carolina is focused on ensuring all programs are of sufficient size, scope, and quality to meet the needs of all students served by the eligible recipient and are meeting labor market needs. The fiscal and programmatic support will be used to inextricably link federal and state workforce to programs of such size, scope, and quality as to bring about improvement in the quality of career and technical education as identified in Section 134 and Section 135 of the legislation. For purposes of Perkins V, the SCDE will define “size, scope, and quality” for eligible recipients through the following mechanism:

**Size**: eligible programs must include a sequence of no less than two courses. Eligible recipients will provide the quantifiable evidence, to include sufficient capacity to accommodate student enrollment, to include appropriate workstations, floor space, etc. In addition, an appropriate level of instructional supplies and materials, such as computers, software, and tools, should be available to accomplish course objectives. The staffing must be adequate to serve a reasonable student – teacher ratio that accounts for quality instruction and a safe learning environment.

**Scope**: a Perkins-funded CTE program may include providing for students' opportunities for dual credit, articulation credits, online CTE courses, or national certification opportunities. Perkins-funded programs must be aligned with business and industry as validated by a local business advisory committee. Eligible programs must have a developed curriculum aligned with state and/or industry standards. As mentioned above, programs must include a minimum of two sequenced courses. Furthermore, at least one state recognized Program of Study containing a coherent sequence of courses must be offered in alignment with the secondary and postsecondary partners to demonstrate student progression. Qualifiers include course content, range of offerings within each sequence, ability to fully simulate the appropriate workplace environment, number of work skills and competencies taught, etc.

**Quality:** determination based on how successfully each program is able to provide all enrolled students with the opportunity to participate in a CTE program that provides the workplace standards, competencies, and skills necessary for them to practice careers within their chosen field and succeed in postsecondary education, while at the same time supporting a high level of student achievement in core academics. In addition, the quality program should provide the opportunity to earn an industry certification and/or licensure approved by the state, while at the same time supporting a high level of student performance in core academic areas and skills. Mechanisms are in place to ensure high quality programs align with current workplace standards, practices and competencies.

**How do schools and colleges in the region determine that programs…**

| **Question** | **Answer** | **Areas for Improvement** |
| --- | --- | --- |
| **Are of sufficient size** |  |  |
| **Relate to real-world work environment**  **(Scope)** |  |  |
| **Help students advance to future education**  **(Scope)** |  |  |
| **Are of high quality** |  |  |
| **Should be offered in the region** |  |  |

**STEP 3: Analysis of Programs**

Part 2: Progress toward Implementing Programs of Study

**Perkins V Section 134(c)(2)(C)**

*The local needs assessment shall include*

*(C) An evaluation of progress toward the implementation of career and technical education programs and programs of study.*

| What Information Should Locals Collect: Progress towards Implementing CTE Programs/Programs of Study | |
| --- | --- |
| What does the law say?  The needs assessment will include an evaluation of progress toward the implementation of CTE programs and programs of study. | **What does the law mean?**  This evaluation should be both a backward and forward-looking review of the programs and programs of study offered. In addition to meeting the size, scope and quality, this requirement addresses current and future plans to support the implementation of programs and programs of study. |

**Federal Definition:**

**Perkins V Sec. 2(41)**

Program of Study:

The term ‘program of study’ means a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that—

(A) incorporates challenging state academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary   
 Education Act of 1965;

(B) addresses both academic and technical knowledge and skills, including employability skills;

(C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area;

(D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);

(E) has multiple entry and exit points that incorporate credentialing; and

(F) culminates in the attainment of a recognized postsecondary credential.

* **Complete the table on the next page. Add rows as needed.**

**STEP 3: Analysis of Programs**

Part 2: Progress toward Implementing Programs of Study

**How do schools and colleges in the region implement programs of study?**

**Include an evaluation and description of Special Populations CTE program implementation.**

| **Implementation Process** | **Strengths** | **Needs/Gaps** |
| --- | --- | --- |
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**Evaluation of Middle Grades CTE and Career Exploration Programs**

*The 2018 reauthorization of Perkins V gives states clear permission to include middle school in their Perkins supported talent development pipelines. Congress intentionally aligned Perkins V with the Every Student Succeeds Act, which defines the middle grades as any grades 5-8. South Carolina defines middle grades as grades 6-8. The law requires that states 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.*

* **Complete the table below. Add rows as needed.**

Ask yourself: What’s your strategy for middle school programs and what’s your vision for how middle school fits into your entire CTE and talent development system?

**Describe CTE programs and career exploration programs offered in middle grades.**

**Describe implementation plans for future CTE programs and career exploration programs to be offered in middle schools (starting AY 2022)**

| **CTE programs offered in grades 6-8** | **Career exploration programs for grades 6-8** | **Implementation plans for future CTE programs and career exploration programs** |
| --- | --- | --- |
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**STEP 3: Analysis of Programs**

Part 3: Recruitment, Retention and Training of CTE Educators

**Perkins V Section 134(c)(2)(D)**

*The local needs assessment shall include…*

*(D) 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.*

| What Information Should Locals Collect: Recruitment, Retention and Training of Faculty and Staff | |
| --- | --- |
| What does the law say?  The needs assessment will include a description of how the eligible recipient will improve recruitment, retention, and training of CTE teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions. | **What does the law mean?**  Eligible recipients must evaluate their current and future recruitment, retention and professional development needs. This may require analysis of teacher or other professional shortage. |

**Complete the table on the below. Add rows as needed.**

**STEP 3: Analysis of Programs**

Part 3: Recruitment, Retention and Training of CTE Educators

**How do schools and colleges in the region recruit, retain and train CTE educators?**

**How do schools and colleges plan to incorporate the OCTE/OSES training modules and other strategies to facilitate the success of Special Populations students in CTE through collaboration among CTE, Special Populations administrators, and School Counselors?**

| **Process** | **Strengths** | **Needs/Gaps** |
| --- | --- | --- |
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**STEP 3: Analysis of Programs**

Part 4: Progress toward Improving Access and Equity

**Perkins Section 134(c)(2)(E)**

*The local needs assessment shall include…*

*(E) A description of progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including—*

*(i) strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;*

*(ii) providing programs that are designed to enable special populations to meet the local levels of performance; and*

*(iii) 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.*

| What Information Should Locals Collect: Progress Towards Improving Access & Equity | |
| --- | --- |
| What does the law say?  The needs assessment shall include a description of:   * Progress toward implementation of equal access to high-quality CTE courses and programs 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; * How they are providing programs that are designed to enable special populations to meet the local levels of performance; and * How they are 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.\*\* | **What does the law mean?**  This requirement is focused on supports for special populations. States assist locals in directing resources or supports to close performance gaps and remove barriers and to provide supports necessary to address different barriers and different populations. |

**STEP 3: Analysis of Programs**

Part 4: Progress toward Improving Access and Equity

**How do schools and colleges ensure access and equity for all students, especially special populations?**

**\*\* Looking at your Special Populations enrollment data, evaluate enrollment specific to clusters. Explain the strengths and gaps among clusters. Include strategies for improvement.**

**Include an evaluation of collaboration and communication among CTE, Special Populations administrators, and School Counselors as related to student placement in CTE programs.**

| **Strengths** | **Gaps** | **Strategies for Improvement** |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

Perkins V

“Strengthening Career and Technical Education for the 21st Century Act” (Perkins V, Public Law 115-224)

**Consortium Coordination Strategy**

Use the following questions to develop an ongoing strategy, process, or mechanism to ensure this needs assessment is used, with fidelity, to inform consortium planning and decision-making.

| **What went well in your CLNA process?** |
| --- |
| **What could have been done differently to achieve better results?** |
| **What individuals or groups were invited but did not participate? Why did they not participate? What future steps will you take to engage them?** |
| **What other initiatives can be leveraged and aligned across sectors to make this work successful?** |
| **How will you build connections to and through those other initiatives?** |
| **On what established schedule will you continue to meet and work together?** |
| **How will you demonstrate collective commitment to on-going engagement in this work?** |

**Consortium Review of Comprehensive Local Needs Assessment**

*I have reviewed this comprehensive local needs assessment document and confirm, to the best of my knowledge, that it is complete and meets requirements set forth in the Strengthening Career and Technical Education for the 21st Century Act (Perkins V).*

|  |  |
| --- | --- |
| Secondary Partner: | Date |
|  |  |
| Postsecondary Partner: | Date |
|  |  |
| Business Partner: | Date |

# Appendix A:

**Data & Statistics Resources**

**SC Department of Employment and Workforce Business Intelligence Department resources:**

The following resources to analyze and disseminate current and historical employment statistics, job forecasts, wages, demographics and other labor market information for the state to help better understand today’s complex labor force.

* [**SC Workforce Dashboard:**](https://jobs.scworks.org/vosnet/lmi/default.aspx?pu=1&plang=E)

A Customizable dashboard to help prioritize information that is relevant to your needs.

* [**Community profile for your region:**](http://lmi.dew.sc.gov/lmi%20site/CommunityProfiles.html)

Create a pdf specific for your county and region that you can share with your team.

**Additional Resources for your local needs assessment analysis:**

* [**Bureau of Economic Analysis (U.S. Department of Commerce)**](http://www.bea.gov/)

Provides data on national accounts, as well as state & local area personal income, GDP for states & metropolitan areas, & a link to the Survey of Current Business

* [**Bureau of Labor Statistics**](http://www.bls.gov/data/)

The principal Federal agency responsible for measuring labor market activity, working conditions, & price changes in the economy. Its mission is to collect, analyze, & disseminate essential economic information to support public & private decision-making.

* [**South Carolina Statistics Links**](http://www.sciway.net/statistics/)

Compiled by SciWay, "South Carolina's Information Highway"

* [**State Data Center Network**](http://www.census.gov/about/partners/sdc.html)

The State Data Center Program makes data available locally to the public through a network of state agencies, universities, libraries, & regional & local governments

* [**Digest of Education Statistics**](http://nces.ed.gov/programs/digest/)

A compilation of statistical information covering the broad field of American education from prekindergarten through graduate school. The Digest includes a selection of data from many sources, both government & private, & draws especially on the results of surveys & activities carried out by the National Center for Education Statistics (NCES).

* [**Public School District Profiles**](http://nces.ed.gov/ccd/districtsearch/)

Compiled by the Institute of Education Sciences at the National Center for Education Statistics.

* [**Integrated Postsecondary Education Data System**](http://nces.ed.gov/ipeds/)

The primary source for data on colleges, universities, & technical & vocational post-secondary institutions in the United States. Find & compare institutions side-by-side. Data Center allows you to compare institutional data, create reports, download data files & more. Visit the Tables Library to view & download national & state level data tables on enrollments, graduation rates, institutional prices, student financial aid, faculty & staff, etc.

# Appendix B:

**Root Cause Tool Kit**

**Analyze the data**

This is one of the most difficult and easily neglected steps within a needs assessment process. At its most basic level, it is determining cause and effect. The data and input you will be gathering will be the effects of some underlying cause and it is your task to determine what these causes are. To use an analogy from health sciences, you will be like a doctor looking at symptoms and searching for a diagnosis. To get to an accurate diagnosis:

* **Process the data transparently** to allow for others to double check and verify your results.
* **Display the data** to facilitate interpretation. Tables, graphs, charts, word clouds, and any other means you can think of to see patterns within the data will be highly beneficial.
* **Verify findings through corroboration/triangulation.** Be skeptical. Particularly for small data sets, surprising results, or other unexpected outcomes, make sure to use multiple means of verifying patterns, such as additional data sources, stakeholder input, and evidence-based research.
* **Perform root cause analysis.** There are a number of techniques that can be used to go from the needs identified to discover root causes. One technique is to ask and answer ‘why’ five times (example below). Focused interviews, consulting experts, fish bone analysis, and reviewing evidence-based literature on the topic are additional and powerful means of discovering root causes.

**Asking ‘Why?’ Five Times to Determine a Root Cause:**

For instance, if you discover a gap in performance between two population groups asking why five times may reveal underlying factors having to do with curriculum, supports, student background, teacher training, instructional practices, materials, barriers, and any number of other contributing factors. Focus on identifying the factors most within your ability to influence.

**Fishbone/Cause-and-Effect/Ishikawa Analysis to Determine Root Cause**

The diagram below illustrates one method for brainstorming causal factors that contribute to an identified need (such as a performance gap). This method contrasts with the “Five Why” method listed above in that it recognizes that in many contexts it is best to look at the multiplicity of contributing factors rather than narrowing the focus to a single, primary root cause. The categories in which to brainstorm causes will vary by need context, but examples for non-traditional career preparation can be viewed at [napequity.org/root](https://www.napequity.org/root/).

