Perkins V Needs Assessment

MISSION AND VISION FOR SC CTE PERKINS V:
All students graduate prepared for success in college, careers, and citizenship.

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.

WHY:
To ensure that all CTE programs are addressing the needs of our mission and aligned to local, regional, and state labor market demands; thus building a pipeline of skilled workers for an ever responsive workforce.

The reauthorization of Perkins V contains a new requirement. Local recipients of Perkins funding must now complete a Local Needs Assessment which must be included in each local application. There are five requirements for the Local Comprehensive Needs Assessment:
- Evaluation of student performance by subgroup on Perkins core indicators.
- Description of the CTE programs offered (size, scope, quality and alignment).
- Evaluation of the progress toward implementing CTE programs and programs of study.
- Description of recruitment, retention and training for CTE educators and support professionals.
- Description of progress toward implementing equal access to CTE for all students.

HIGH QUALITY EDUCATION is **WORLD-CLASS KNOWLEDGE** that aligns to the needs of business and industry.	**REAL WORLD EXPERIENCE** is engaging work-based learning that develops **WORLD-CLASS SKILLS** and creates a competitive advantage.	**CAREER EXPLORATION** is exposure to learning that develops **LIFE AND CAREER CHARACTERISTICS**.

HOW OFTEN:
The Local Needs Assessment should be part of an **ongoing** performance management cycle that includes both longer range performance goals and shorter-cycle implementation targets.

The Local Needs Assessment must be completed **every two years** with a review of progress during the succeeding year. The assessment (or review) must be completed prior to the completion of the grant application and must be submitted with the application.

STEPS TO A COMPREHENSIVE NEEDS ASSESSMENT
A Comprehensive Needs Assessment consists of the following steps:
1. Identify Planning Team (shareholders).
2. Identify data sources (shareholders engage in a review of focused data).
3. Analyze the disaggregated data.
4. Identify areas of growth and strength (what is working).
5. Identify areas of opportunity (what requires improvement).
6. Prioritize opportunities.

WHAT ARE THE BENEFITS?

Strengths and weaknesses of the state, school and/or LEA can be determined. Understanding the context and constraints of the school and/or LEA can be evaluated. Perform a root-cause analysis and develop an improvement plan. Overall the process of completing a local needs assessment is about making more informed decisions about CTE programming, using data to ensure your local programs help create success for students and employers.

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WHO SHOULD PARTICIPATE IN THE NEEDS ASSESSMENT PROCESS?

Local recipients are required to engage a diverse body of shareholders who will lead in the planning and implementation of the needs assessment. They will also assist in reviewing and analyzing the data results to support cross-sector coordination. Perkins V names, at a minimum, the following participants who should engage in the initial needs assessment, local application development and ongoing consultation:

- CTE program representatives at the secondary and postsecondary levels
- Teachers,
- Faculty,
- Administrators,
- Career guidance
- Advisement professionals
- State or local workforce development board representatives
- Representatives from a range of local businesses and industries
- Parents and students
- Representatives of special populations
- Representatives from agencies serving at-risk, homeless and out-of-school youth.

WHAT IS INCLUDED IN NEEDS ASSESSMENT?

- Statewide top 5 industry sectors with 10 year job growth projection (provided by state yearly)
- Statewide performance goals
- Local and regional top industry sectors with 10 year job growth projection
- Assessment of the following:
  - Program quality
    - Leading to completion with 3 or more courses
    - Leading to industry credential
    - Leading to dual credit