**Comprehensive Needs Assessment Tool**

1. **Data Analysis (Each district, ATC and postsecondary institution must complete)**
2. Identify the performance of the students served by recipient in the following performance indicators; (Chart at the end of the document)
	1. Secondary
		1. Graduation Rate
		2. Academic Attainment in Reading, Math, and Science
		3. Follow-up of previous year students that are in postsecondary education, military, employed, service programs or serving in the Peace Corp.
		4. Percentage of CTE concentrators that have graduated from high school and attained a postsecondary credential including industry certification and end of program assessment.
		5. Percentage of CTE concentrators that are participating in programs of study that lead to a non-traditional field.
	2. Postsecondary
		1. Follow-up of concentrators completing the program that are in postsecondary education, military, employed, service programs or serving in the Peace Corps.
		2. Percentage of CTE concentrators who receive a postsecondary credential upon completion or within one year of completing. (Includes certificates or degrees)
		3. Percentage of CTE concentrators that are participating in programs of study that lead to a non-traditional field.

**Must be broken out by each special population group, gender, major racial and ethnic groups and migrant status**

Representatives of special populations;

* + Individuals with disabilities
	+ Economically disadvantaged
	+ Individuals preparing for nontraditional fields
	+ Single parents
	+ Out of workforce Individuals
	+ English Learners
	+ Homeless individuals (described in McKinney-Vento)
	+ Youth who are in or have aged out of foster care
	+ Youth with parents that are active duty armed forces

Gender

* Male
* Female

Major racial and ethnic groups

* American Indian or Alaskan Native
* Asian
* Black or African American
* Hispanic/Latino
* White
* Two or more Races

 Migrant Status

1. Which performance accountability indicator targets are you meeting and not meeting at the program levels? What are the root causes for meeting or not meeting these targets including gaps between genders, races and ethnicities?
2. Identify the offered programs of study which are:
	1. responsive to the community employment needs
	2. aligned to state, regional, or local in-demand industry sectors or occupations
	3. supported by labor market data
	4. designed to meet current or long term labor market projections
3. **Evaluation of the Need**
4. Describe how career and technical education programs offered by the recipients are;
	1. Sufficient in size, scope and quality to meet the needs of all students served by the recipient (see state definitions);
	2. Align to state, regional or local in-demand industry sectors or occupations identified by the State Workforce Development Board (WIOA Section 101 (29 U.S.C. 3111) (Workforce Innovation and Opportunity Act) or
	3. Designed to meet local education or economic needs not identified by the State board or local workforce board.
5. What industries are projected to grow the most in your region or local area in the next three to five years?
6. To what degree do your programs expose students to the in-demand industry sectors or occupations in your region? Where are the gaps?
7. Evaluate the progress toward the implementation of CTE program of study including dual credit, relative academics, work base learning etc.
8. Describe the process for alignment of the CTE programs of study that meet the labor market needs.
9. Describe how the recipient will improve recruitment, retention, and training of CTE teachers, faculty, and guidance counselor (academic and career) including underrepresented groups.
10. Are students of color or of the special population groups taking part in CTE at disproportionate levels, in comparison to the overall student population? What are the causes of these gaps?
11. Describe the progress toward equal access to high quality CTE courses and programs of study for all students, including
	1. Strategies to overcome barriers that result in low access or performance gaps for special populations
	2. Provide programs that are designed for special populations to meet levels of performance
	3. Provide activities that prepare special populations for high-skill, high-wage or in-demand occupations that will lead to self-sufficiency
12. **Goals based on Identified Needs**
13. What is your overall vision for CTE programming?
14. What are your top (three to five) priorities over the next four years?
15. What is your plan for continuing to support or expanding the stronger programs and transforming or retiring the less successful ones?
16. Where do you most need support — professional development, technical assistance, etc. from the state?
17. **Consultation of Stakeholders**
18. Required signatures of the representatives of the stakeholder groups that participated in the Comprehensive Needs Assessment (submit a membership list along with signatures)

**School Districts (Superintendent)**

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**ATCs (Principal)**

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**Postsecondary Institutions**

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**Guidance Counselors**

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**Teachers**

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**Paraprofessionals**

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**Specialized Support Personnel**

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**State or Local Workforce Development Board Representatives**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Parents**

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**Students**

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**Representatives of special populations;**

**Individuals with disabilities**

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**Economically disadvantaged**

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**Individuals preparing for nontraditional fields**

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**Single parents**

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**Out of workforce Individuals**

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**English Learners**

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**Homeless individuals (described in McKinney-Vento)**

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**Youth who are in or aged out of foster care**

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**Youth with parents that are active duty armed forces**

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|  Secondary Indicators | **READ** | **MATH** | **SCIENCE** | **GRAD** | **PLACE** | **IND CERT** | **NTCON** |
| **STATE GOAL** |  |  |  |  |  |  |  |
| **Grand Total** |  |  |  |  |  |  |  |
| **GENDER** |   |   |   |   |   |   |  |
| Female |  |  |  |  |  |  |  |
| Male |  |  |  |  |  |  |  |
| **RACE/ETHNICITY** |  |   |   |  |
| American Indian or Alaskan Native |  |  |  |  |  |  |  |
| Asian |  |  |  |  |  |  |  |
| Black or African American |  |  |  |  |  |  |  |
| Hispanic/Latino |  |  |  |  |  |  |  |
| Native Hawaiian or Other Pacific Islander |  |  |  |  |  |  |  |
| Two or More Races |  |  |  |  |  |  |  |
| White |  |  |  |  |  |  |  |
| **SPECIAL POPULATIONS CATEGORIES** |   |   |   |  |
| Individuals With Disabilities (ESEA) |  |  |  |  |  |  |  |
| Economically Disadvantaged |  |  |  |  |  |  |  |
| Nontraditional Enrollees |  |  |  |  |  |  |  |
| Single Parents |  |  |  |  |  |  |  |
| Out of Workforce Individuals |  |  |  |  |  |  |  |
| English Learners |  |  |  |  |  |  |  |
| Homeless Individuals |  |  |  |  |  |  |  |
| Youth in or aged out of Foster Care |  |  |  |  |  |  |  |
| Youth with a Parent in Active Duty Military  |  |  |  |  |  |  |  |
| Migrant |  |  |  |  |  |  |  |

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| **Postsecondary** **Indicators** | **PLACEMENT** | **CERTIFICATIONS** | **NT-CONCENTRATORS** |
| **STATE GOAL** |  |  |  |
| **Grand Total** |  |  |  |
| **GENDER** |   |   |  |
| Female |  |  |  |
| Male |  |  |  |
| **RACE/ETHNICITY** |  |  |  |
| American Indian or Alaskan Native |  |  |  |
| Asian |  |  |  |
| Black or African American |  |  |  |
| Hispanic/Latino |  |  |  |
| Native Hawaiian or Other Pacific Islander |  |  |  |
| Two or More Races |  |  |  |
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| Single Parents |  |  |  |
| Out of Workforce Individuals  |  |  |  |
| English Learners |  |  |  |
| Homeless Individuals |  |  |  |
| Youth in or aged out of Foster Care |  |  |  |
| Youth with a Parent in Active Duty Military  |  |  |  |
| Migrant |  |  |  |

**State Definition of Size, Scope and Quality**

**Size:** To identify size, the KDE definition is one (1) complete program of study in the program area offered in the school. If a school has more than one program area, then each area will need one (1) complete program of study. The program of study will be aligned to the academic needs and the multiple entry and exit points to allow for continuing education.

**Scope:** The programs of study lead to industry-recognized certifications, articulated college credit and will link to dual credit opportunities for students and/or work-based learning. Dual credit may be in the academic or skilled area of the POS. Work-based learning should include areas outlined in Kentucky’s Work-Based Learning Manual.

**Quality:** To measure the quality to the program of study, the school should meet the quality indicator outlined for Perkins Accountability.

**State Top 5 Industry Sectors**

Transportation, Distribution and Logistics

Construction

Manufacturing

Business and IT Services

Health Care and Social Assistance