

**STRENGTHENING CAREER AND TECHNICAL EDUCATION FOR THE 21ST CENTURY ACT
(PERKINS V) COMPREHENSIVE LOCAL NEEDS ASSESSMENT**

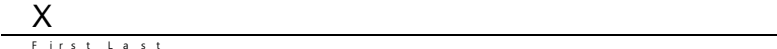
To be eligible to receive financial assistance under this part, an eligible recipient shall-- (A) conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application submitted under subsection(a); and (B) not less than once every 2 years, update such comprehensive local needs assessment. [Perkins V Sec. 134 (c)(1)(A-B)]

Instructions: Complete this comprehensive local needs assessment and attach / upload within the Cognia Platform in the diagnostic tool (Blue). The title of the diagnostic is **ALSDE CTE Comprehensive Local Needs Assessment** and will be located in the Content Library. Use the following address to login to the Cognia platform; [eProve™ diagnostics](#). Complete on or before Friday, July 31, 2020. No faxed, mailed, or emailed copies will be accepted.

Name of Eligible Recipient: Click here to enter text. (Secondary School System, Community College, or Tribal Education Agency)	
System Code: Click here to enter text. (Secondary School Systems Only)	
Contact Information	
Name of Local Data Contact: Click here to enter text.	Click here to enter text.
Email Address: Click here to enter text.	
Phone 1: Click here to enter text.	
Phone 2 (optional): Click here to enter text.	

CERTIFICATION

I certify that I am authorized by the governing board of the above-named college or school system to submit this Comprehensive Local Needs Assessment; that the data herein is true and accurate; that all assurances, certifications, and disclosures submitted with the Program Application and Accountability Plans for Career and Technical Education will be observed; that the plans herein will be implemented as described; and that the governing board is responsible for complying with all state and federal requirements, including the resolution of any audit exceptions.

	Click or tap to enter a date.
Signature of Secondary School System Superintendent or Post-Secondary Community College President	Date

Overall

Demographics and Data for Local Needs Assessment [eProve™ diagnostics](#)

Perkins V Special Populations Definition [Perkins V Sec. 3(48)]

Perkins V defines "special populations" as:

- (A) individuals with disabilities;
- (B) individuals from economically disadvantaged families, including low-income youth and adults;
- (C) individuals preparing for non-traditional fields;
- (D) single parents, including single pregnant women;
- (E) out-of-workforce individuals;
- (F) English learners;
- (G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);
- (H) youth who are in, or have aged out of, the foster care system; and
- (I) youth with a parent who—
 - a. is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and
 - b. is on active duty (as such term is defined in section 101(d)(1) of such title).

Enter the demographic data for the eligible recipient agency. Double click on the table to enable calculations. Double click anywhere off the table to save.

DEFINE THE LOCAL AREA FOR DATA – Each eligible recipient must choose one of the following options to identify the local area defined in this assessment.

Choose only one.

Secondary School Recipients	<input type="checkbox"/>	Data in this needs assessment will be drawn from the WIOA Region in which eligible recipient is located.
	<input type="checkbox"/>	Data in this needs assessment will be drawn from the county in which eligible recipient is located plus the contiguous counties. (This may include counties from outside Alabama.)
Post-Secondary Recipients	<input type="checkbox"/>	Data in this needs assessment will be drawn from the college service area of the eligible recipient. Colleges will consult the labor market information for each workforce region within its service area. Commuting patterns within a sixty-mile radius of the college will be taken into account.

IDENTIFY THE DATA SOURCE(S) USED- Each eligible recipient must use labor market data from one of the sources approved by the eligible agency. More than one source may be used, but all sources used must be identified.

Approved governmental data sources

- Alabama Department of Labor
<http://www2.labor.alabama.gov/WorkforceDev/Default.aspx#HDAassoc>

Approved commercial data sources

- Chmura JobsEQ
- Student Information Systems (SIS)
- EMSI
- Data Access and Exchange (DAX)

		Number	% of Total
	Total Enrollment		
	Male		
	Female		
Special Populations	Disabled		
	Low SES		
	Non-Traditional		
	Single Parent		
	Out of work		
	EL		
	Homeless		
	Foster Care		
	Military Family		

Comprehensive Needs Assessment Worksheet for **SECONDARY SCHOOL RECIPIENTS** [eProve™ diagnostics](#)

Enter your disaggregated student data below then use the prompts on the following page to “Evaluate the performance of students ...with respect to state determined and local levels of performance including performance for special populations and each subgroup.” *[Perkins V Sec. 134 (c)(2)(A)]*

Double click on the table to enable calculations and enter data. Double click anywhere off the table to save.

		1S1 Four Year Graduation Rate				2S1 Reading/LA Proficiency				2S2 Mathematics Proficiency			
		Year 1	Year 2	Year 3	Trend	Year 1	Year 2	Year 3	Trend	Year 1	Year 2	Year 3	Trend
	Totals				+ / - /=				+ / - /=				+ / - /=
	Male				-								
	Female				+								
Special Populations	Disabled												
	Low SES												
	Non-Traditional												
	Single Parent												
	Out of work												
	EL												
	Homeless												
	Foster Care												
	Military Family												

		2S3 Science Proficiency				3S1 Post-Program				4S1 Non-Traditional Program			
		Year 1	Year 2	Year 3	Trend	Year 1	Year 2	Year 3	Trend	Year 1	Year 2	Year 3	Trend
	Totals				+ / - /=				+ / - /=				+ / - /=
	Male				+ / - /=								
	Female				0								
Special Populations	Disabled												
	Low SES												
	Non-Traditional												
	Single Parent												
	Out of work												
	EL												
	Homeless												
	Foster Care												
	Military Family												

Local Discussion Prompts:

- What data is trending positively or maintaining at a high performance level over the last two years? Your strengths and improvement.
- What data is trending negatively or consistently below desired performance level over the last two years? Your challenges.
- Based on the performance indicators and student population data, what are our highest priority areas of focus? List in the table below.

Local CTE Program Summary

Strengths/Improvements

Butler County CTE is strong with equity and access to all students as demonstrated by the data above.

Challenges

Proposed Strategies

Challenge 1. Science proficiency is only 23%. We would like to improve to 50%.

Strategies to Address Challenge 1 Provide professional development to teachers on how to incorporate science into each class.

Challenge 2. Click or tap here to enter text.

Strategies to Address Challenge 2 Click or tap here to enter text.

Challenge 3. Click or tap here to enter text.

Strategies to Address Challenge 3 Click or tap here to enter text.

Describe progress that has been made toward implementation of equal access to high quality CTE courses and programs of study for all students.
[Perkins V Sec. 134 (c)(2)(E)]

1. What strategies are helping students overcome barriers to learning that result in lower rates of access to, or performance gaps in, the courses and programs for special populations?

Click or tap here to enter text.

2. What programs are designed to enable special populations to meet the local levels of performance?

Click or tap here to enter text.

3. What activities help 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?

Click or tap here to enter text.

Describe how the CTE programs offered in our CTE District are of sufficient in size, scope, and quality to meet the needs of all students. *[Perkins V Sec. 134 (c)(2)(B)(i)]*

How do you insure CTE programs have adequate SIZE to support a sufficient SCOPE to achieve a QUALITY program?

In-Progress	Compliant	State SIZE, SCOPE and QUALITY Definitions	Notes:
<input type="checkbox"/>	<input type="checkbox"/>	SIZE: There must be sufficient opportunity for secondary and postsecondary students to be able concentrate and complete programs of study that are aligned with regional employment demands and that allow the students to earn industry-recognized credentials.	Click or tap here to enter text.
<input type="checkbox"/>	<input type="checkbox"/>	SCOPE: The programs of study must provide rigorous academic and technical training, as well as soft skills, that give students the opportunity to matriculate through programs and earn industry-recognized credentials. Secondary and post-secondary agencies should work together to ensure students receive training, while engaging in work-based learning activities.	Click or tap here to enter text.
<input type="checkbox"/>	<input type="checkbox"/>	QUALITY: The established programs of study will be designed to provide services necessary to support special populations that not only meet and exceed performance targets, but that work toward continuous program improvements.	Click or tap here to enter text.

Local Discussion Prompts:

- How well are we meeting the state's Size, Scope and Quality definitions?
Click or tap here to enter text.
- In what ways can we improve?
Click or tap here to enter text.

Describe how the CTE programs offered in your CTE Program are: *[Perkins V Sec. 134 (c)(2)(B)(ii)]*

1. Aligned to State, Regional, or Local in-demand industry sectors or occupations identified by the state workforce development board or local workforce development board, including career pathways.

Click or tap here to enter text.

Evaluate progress toward the implementation of CTE programs and programs of study: *[Perkins V Sec. 134 (c)(2)(C)]*²
Use the drop box in the first column to choose the Cluster. Use the second column to choose the program. Programs are organized in the dropdown by cluster and in the same order as the cluster column. Each row must be completed for each CTE program offered by the eligible recipient. If additional lines are needed, copy the row and paste or insert within the table.

CTE Cluster	CTE Program	# Enrolled (Most recent year)	Top 5 High Wage/In-Demand Occupations (Local/Regional) ¹	# of Openings (Over last years)	Top 5 High Wage/In-Demand Occupations (State) ¹	# of Openings (Most recent period)
Architecture & Construction	Building Construction	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Choose an item.	Choose program	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Choose an item.	Choose program	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Choose an item.	Choose program	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Choose an item.	Choose program	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

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Course Sequence		
<i>Complete the Course Sequence for the all programs implemented within the LEA.</i>		
Course Prefix and Number	Course Title	Credit Hours

Complete the information below for the comprehensive CTE program(s) implemented within the LEA. This should be completed for the overall program.
Double click on the table to enable calculations and enter data. Double click anywhere off the table to save.

Enrollment Trend				Concentrator Enrollment Retention				Completer Trend				# Earning Dual Credits			
Year 1	Year 2	Year 3	Trend	Year 1	Year 2	Year 3	Trend	Year 1	Year 2	Year 3	Trend	Year 1	Year 2	Year 3	Trend
			+ / - /=				+ / - /=				+ / - /=				+ / - /=
# Dual Credits Earned				# Certification/Credentials Earned				Passage %'s on Credential Exams				# Participating in Apprenticeships			
Year 1	Year 2	Year 3	Trend	Year 1	Year 2	Year 3	Trend	Year 1	Year 2	Year 3	Trend	Year 1	Year 2	Year 3	Trend
			+ / - /=				+ / - /=				+ / - /=				+ / - /=
Prior Learning Assessments				Articulated Credit				Placement or Retention				# Participating in other Work-Based Learning			
Year 1	Year 2	Year 3	Trend	Year 1	Year 2	Year 3	Trend	Year 1	Year 2	Year 3	Trend	Year 1	Year 2	Year 3	Trend
			+ / - /=				+ / - /=				+ / - /=				+ / - /=

Local CTE Program Summary

Strengths/Improvement	
Click or tap here to enter text.	
Challenges	Proposed Strategies
Click or tap here to enter text.	Click or tap here to enter text.

Describe progress being made to 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. [Perkins V Sec. 134 (c)(2)(D)]

Double click on the table to enable calculations and enter data. Double click anywhere off the table to save.

	Number Working in Local CTE				Year to Year % Retention			
	Year 1	Year 2	Year 3	Trend	Year 1	Year 2	Year 3	Trend
Totals				+ / - /=				+ / - /=
CTE Teachers				+ / - /=				+ / - /=
Career Coaches				0				0
Instructional Support								
Paraprofessionals								
Counselors								
Work-Based Learning Instructor/Supervisors								
Adjunct Instructors (Post-secondary only)								
Other Instructional Staff (Part-time Instructors)								

Local CTE Program Summary of Recruitment Efforts

Click or tap here to enter text.

Local CTE Program Summary of Retention Efforts

Click or tap here to enter text.

Professional Development Offered (add additional rows as needed)

Type (Workshop, Conference, Other)	Who Attended
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.

Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.

Appendix A

Perkins V Core Indicators of Performance [Perkins V Sec. 113(b)]

Indicator Descriptions	Indicator Codes	Indicator Names
Secondary Level		
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).	1S1	Four-Year Graduation Rate
(At the State’s discretion) The percentage of CTE concentrators who graduate high school, as measured by extended-year adjusted cohort graduation rate defined in such section 8101.	1S2	Extended Graduation Rate
CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(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.	2S1	Academic Proficiency in Reading/Language Arts
CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(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.	2S2	Academic Proficiency in Mathematics
CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(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.	2S3	Academic Proficiency in Science
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.	3S1	Post-Program Placement
The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.	4S1	Non-traditional Program Concentration
<i>The eligible agency must include at least one program quality indicator—5S1, 5S2, or 5S3—and may include any other quality measure(s) that are statewide, valid, reliable, and comparable across the State.</i>		
The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.	5S1	Attained Recognized Postsec Credential
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	5S2	Attained Postsecondary Credits
The percentage of CTE concentrators graduating from high school having participated in work-based learning.	5S3	Participated in Work-Based Learning
Other(s) (optional): The percentage of CTE concentrators achieving on any other measure of student success in career and technical education that is statewide, valid, and reliable, and comparable across the State.	5S4, 5S5, 5S6, ...	Other Program Quality Indicator