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DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

South Dakota

Career & Technical Education

Comprehensive Local Needs Assessment

LITE Version *(for the 2020-21 school year)*

Learning that works for South Dakota
CTE

OVERVIEW

Purpose

The South Dakota Career & Technical Education Comprehensive Local Needs Assessment will gather accurate and objective information so South Dakota school districts and consortiums can implement manageable action processes to ensure their local CTE options provide learners with the knowledge and skills they need to prepare for college, careers, and lifelong learning. LEAs and consortiums will use this information to implement strategies to transform and expand CTE programs so that each learner-regardless of background, age, or zip code-is prepared for career and college success.

The LITE version, intended as a self-reflection piece combined with stakeholder input and available data analysis, is intended to guide district and consortium efforts throughout the 2020-21 school year as they compile a more complete analysis through the full CTE-Comprehensive Local Needs Assessment process.

With the exception of Resource Responsibility, each component of the framework is reflected in the guide that follows.

The Framework

The South Dakota Career & Technical Education Comprehensive Local Needs Assessment Framework creates an organizational frame of reference for the scope of the needs assessment. The framework is composed of six key components:

1. Student Performance
2. Improving Equity and Access to CTE Programs
3. Labor Market Alignment
4. Size, Scope, Quality, and Implementation of CTE Programs
5. Recruitment, Retention, and Training of CTE Instructors
6. *Resource Responsibility**
   *not an element of the CTE-CLNA LITE

The Process

Schools and consortia will be asked to complete the self-reflection guide that follows based on stakeholder input and data available at the time. Upon completion of the guide, and based on the information available, schools and consortia will write an implementation plan for the 2020-21 school year. This plan may be confirmed, revised, or changed altogether as a result of the CTE-Comprehensive Local Needs Assessment in full.

Action Plans are due to DCTE in Spring 2020.

Stakeholder Communication and Participation Plan

Stakeholders play a critical role in developing a CTE program that is truly focused on the needs of those it serves- the learners, educators and industry- and this needs assessment process includes communication with, and engagement of, stakeholders throughout. Therefore, insight from these categories of stakeholders is required to comply with the federal law:

Learners	Educators	Industry and Support Agencies
Students	Secondary Teachers	*State or local workforce development boards
Parents	Secondary School Counselors	Local and/or regional businesses or industries
Racial Special Population Groups	Secondary Principal or school leader	*Native American Tribes
English Learners	Secondary Administrators	*Agencies serving out-of-school youth
Special Education Students	Instructional Support Personnel	*Agencies serving homeless children and youth
Nontraditional Students	Paraprofessionals	*Agencies serving at-risk youth
Pregnant/Parenting Students	*Postsecondary Faculty	
Students in Foster Care	*Postsecondary Administrators	
Students with a parent on active duty or deployed in the military		

Stakeholder feedback and/or engagement opportunities will be coordinated by SD DOE Department of Career & Technical Education at the Improve 2020- Day of Collaboration.

Please note: Each LEA or consortium will be required to complete an assurance statement within the Perkins grant affirming that stakeholders have been authentically involved in the CTE-CLNA process.

Element 1: Student Performance

Definition: An evaluation of the performance of the students served with respect to the 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 ESEA 1965.

- Does your district annually review CTE program data?
- If you review CTE data as a district, has it been broken down or disaggregated into the following special population and subgroup categories? Gender, Race, Economically Disadvantaged Students, Students with Disabilities, Nontraditional Students, English Learners, Migrant Students, Military Connected, Parenting and/or Pregnant Learners (*NOTE: SD DOE will provide this data beginning February 2020).*
- If you have not analyzed data for CTE concentrators in the past, what is your perception of how CTE students perform on the Math, ELA, and science state assessments, as well as on-time high school graduation compared with your overall student population?

Reflections:

Element 2: Improving Equity and Access

Definition: 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-strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations; providing programs that are designed to enable special populations to meet the local levels of performance; and 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.

- How and when do you recruit students into your programs? Are you reaching all students, including students from groups identified as special populations?
- How does the rate of participation and performance on the state assessments and on-time graduation of special populations and genders in CTE programs compared with their non-special population CTE counterparts?
- What differentiated accommodations, modifications and supportive services do you currently provide to ensure the success of special population groups?

Reflections:

Element 3: Labor Market Alignment

Definition: An evaluation of the program's alignment 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 and how the program's design meets local education or economic needs not identified by State boards or local workforce development boards.

- What industries are projected to grow the most in the state and your regional area?
- How does the local CTE program align with in-demand industry Labor Market data for the state and region?
- How does the local CTE program/consortium align with local education or economic needs?
- How are you being intentional about educating and providing supports for learners with disabilities, English learners and other special populations in programs leading to high-skill, high-wage and in-demand occupations?

Reflections:

Element 4: Size, Scope and Quality

Definition: An evaluation of the program's size, scope, and quality through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to meet the needs of all students served along with evaluating the progress towards the implementation of career and technical education programs and programs of study.

- How does the local CTE program design instruction?
- How does the local CTE program prepare students for success?
- How does the local CTE program provide opportunity for participation in complete program(s) of study?
- To what degree do your CTE programs have intentional course sequences that begin with introductory content and progress to more occupationally specific content?
- To what degree do learners have access to career advisement and development opportunities, both before entering CTE programs and during participation in programs?

Reflections:

Element 5: Recruitment, Retention and Training of CTE Educators

Definition: *A description of how the eligible recipients 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.*

- How do you recruit CTE educators and staff?
    - Are you targeting diverse populations and backgrounds?
- How do you train CTE educators and staff?
    - To what degree do you offer regular, substantive professional development opportunities for faculty, staff and administrators?
    - When was last time accessed professional development? Offered by DCTE, In-State, Out-of-State?
    - To what degree do faculty, staff and administrators have opportunities to work with and learn directly from representatives of business and industry?
- How do you retain CTE educators and staff?
    - What collaboration opportunities are available?
    - What type of professional development does your staff need most?
    - What type of professional development related to specific content area do your staff need most?

Reflections:

CTE-CLNA-LITE ANALYSIS SUMMARY
Program Improvement Need:
Recruitment, Retention, and Training Need:

CONNECT TO IMPLEMENTATION The final phase of the CLNA process takes the results of the needs assessment and turns those results into something that is actionable and/or incorporated into an action plan. Connecting to implementation is critical to realizing changes as a result of the CLNA process. A template of the action plan is available in the CLNA Toolkit as a Word document.

CTE ACTION PLAN Purpose: To create an action plan that supports both improvement and implementation.

CTE-CLNA LITE Note: The action plan should be guided by the process above based on the information you have available at the time. The action plan is an interim action plan that will guide improvement efforts over the 2020-21 school year. The action plan below may be confirmed, revised, or changed altogether based on the results of the CTE-Comprehensive Local Needs Assessment process in full.

Action Plan: Program Improvement   District/Consortium: Date:

| Theory of Action (If, Then, And Statement): |
| What's the focus or direction? |
| What's the expected outcome? |
| |
| **What potential implementation challenges need to be addressed?** |
| |

Milestone 1 (what to accomplish this year):
Milestone 2 (optional):

Action Plan What actions/ tasks will be used to achieve this milestone? What resources are required to implement the plan?	Timeline When will the actions/ tasks occur?	Participation and Commitments Who is involved and what role do they play? Consider Principals, CTE Team Members, Other Staff Members	Indicate completion of actions/tasks
Action 1: **Resources Required:**			
Action 2: **Resources Required:**			
Action 3: **Resources Required:**			

Evidence of Progress (How will you know the efforts are leading to success?)
What data points/sources will be analyzed?

End of the Year 1 Milestone Attainment Progress:
Were the actions/tasks completed? How was the milestone accomplished (provide evidence)?

Action Plan: Recruitment, Retention, & Training   District/Consortium: Date:

Theory of Action (If, Then, And Statement):
What's the focus or direction?
What's the expected outcome?

What potential implementation challenges need to be addressed?

Milestone 1 (what to accomplish this year):
Milestone 2 (optional):

Action Plan What actions/ tasks will be used to achieve this milestone? What resources are required to implement the plan?	Timeline When will the actions/ tasks occur?	Participation and Commitments Who is involved and what role do they play? Consider Principals, CTE Team Members, Other Staff Members	Indicate completion of actions/tasks
Action 1: **Resources Required:**			
Action 2: **Resources Required:**			
Action 3: **Resources Required:**			

Evidence of Progress (How will you know the efforts are leading to success?)
What data points/sources will be analyzed?

End of the Year 1 Milestone Attainment Progress:
Were the actions/tasks completed? How was the milestone accomplished (provide evidence)?

_____   _____
Superintendent/Consortium CTE Administrator Signature   Date

_____   _____
District Perkins Director Signature (if applicable)   Date