

South Dakota Career & Technical Education Comprehensive Local Needs Assessment

DISTRICT WORKBOOK



TABLE OF CONTENTS

Overview	3
PLAN	
Pre-work Checklist	4
Leadership Team Identification	5
Stakeholder Identification	6
Component Work	
Component 1- Student Performance	9-11
Component 2- Improving Equity and Access	12-14
Component 3- Labor Market Alignment	15-16
Component 4- Size, Scope and Quality	17-19
Component 5- Recruitment, Retention and Training of Teachers	20-23
Component 6- Resource Responsibility	24-25
Emerging Needs for Your District	

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 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) Labor Market Alignment
- 3) Size, Scope, Quality, and Implementation of CTE Programs
- 4) Recruitment, Retention, and Training of CTE Instructors
- 5) Improving Equity and Access to CTE Programs
- 6) Resource Responsibility

Each component is defined and further clarified by the guiding questions. The accompanying data sources and evidence assist schools in conducting a focused inquiry on improvement topics. **See the Appendix for additional resources.**

The South Dakota Career & Technical Education Comprehensive Local Needs Assessment Process

The South Dakota Career & Technical Education Comprehensive Local Needs Assessment Process represents a series of recommended practices to operationalize the needs assessment. The process is composed of five phases:

- 1) Plan
- 2) Collect and Organize Data
- 3) Analyze Data
- 4) Prioritize Needs
- 5) Connect to Implementation

The phases are designed to engage school districts, consortiums, and their stakeholders in thoughtful, deliberate and reflective discussions designed to improve labor market connections, instruction and student learning in approved CTE programs.

DISTRICT PRE-WORK CHECKLIST

Data sources in from your district will find useful as you complete this workbook	
	A district Strategic Plan (which includes CTE), if available
	Recent minutes, agenda, and member lists from CTE advisory boards
	Access to parent CTE survey results from the spring of 2020 (google drive or hard copy) <ul style="list-style-type: none"> • Complete ASAP if you have not done
	Access to student CTE survey results from the spring of 2020 (google drive or hard copy) <ul style="list-style-type: none"> • Complete ASAP if you have not done
	Access to teacher CTE survey results from the spring of 2020 (google drive or hard copy) <ul style="list-style-type: none"> • Complete ASAP if you have not done
	A copy of your Master Course/School Schedule
	Approved CTE programs in your district (google drive)
	Sample CTE Lesson Plans
	Teacher Vacancy Advertisements
	Job Descriptions
	District PD Plan
	Current Perkins Budget
	All members of your CTE District team: Administration, School Counselor, and CTE Teachers

CTE DISTRICT LEADERSHIP TEAM IDENTIFICATION

Your District: _____

☐ Stand Alone

☐ Part of a Consortium

Which Consortium: _____

DISTRICT LEVEL TEAM		
Team Role	Description	Name(s)
District CTE Team leader(s)	To be determined by school administrator. Will represent the school at the consortium level.	
Data resource person(s)	Persons within your district with access to Perkins and SD STARS data sources. Someone who is good with gathering, aggregating and presenting data. (the CTE district leader is recommended to be one of these people)	
CTE expert(s)	Suggested participants: Local CTE Administrator/Lead Teacher, CTE teachers, school administrators, Consortium CTE Administrators, local business partners	
Other participants	Suggested participants: Students, parents, members of CTE student organizations (CTSO)	

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:

Briefly Describe how your district involves any of these stakeholders in your CTE programs.

* DOE does provide connections with these stakeholders at various Professional Development Opportunities.

Learners	
Students	
Parents	
Racial Special Population Groups	
English Learners	
Special Education Students	
Nontraditional Students	
Pregnant/Parenting Students	
Students in Foster Care	
Students with a parent on active duty or deployed in the military	
Educators	
Secondary Teachers	
Secondary School Counselors	
Secondary Principal or school leader	
Secondary Administrators	
Instructional Support Personnel	
Paraprofessionals	
*Postsecondary Faculty	
*Postsecondary Administrators	
Industry and Support Agencies	

*State or local workforce development boards	
Local and/or regional businesses or industries	
*Native American Tribes	
*Agencies serving out-of-school youth	
*Agencies serving homeless children and youth	
*Agencies serving at-risk youth	

Component 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.

District _____

Use the 2018-19 accountability report card to fill in the information below https://sdschools.sd.gov/#/home - (Select Years at the top and change to 2018-2019)						
Indicator	Math Performance	ELA Performance	Science Performance	Graduation Rate	Placement	WBL
ALL HS Students					NA	NA
Using the 2018-2019 District Report Card Your districts CTE Pack in your google Drive fill in the table below. Edit the left-side row labels to match the clusters and subgroups at your school.						
Indicator	Math Performance	ELA Performance	Science Performance	Graduation Rate	Placement	WBL
ALL Concentrators (CTE Data Pack)						
Students with Disabilities Concentrators (CTE Data Pack)						
Economically Disadvantaged Concentrators (CTE Data Pack)						
Non Trad Students Concentrators (CTE Data Pack)						
Cluster 1 Concentrators (CTE Data Pack)						
Cluster 2 Concentrators (CTE Data Pack)						
Cluster 3 Concentrators (CTE Data Pack)						
Cluster 3 Concentrators (CTE Data Pack)						
Cluster 3 Concentrators (CTE Data Pack)						
Cluster 3 Concentrators (CTE Data Pack)						
Cluster 3 Concentrators (CTE Data Pack)						
Cluster 3 Concentrators (CTE Data Pack)						
Race 1 Concentrators (CTE Data Pack)						
Race 2 Concentrators (CTE Data Pack)						
Race 3 Concentrators (CTE Data Pack)						

	Strengths	Weaknesses
<p>Guiding Question 1.1: How do identified CTE concentrators perform on CTE Performance Indicators?</p>		
<p>Guiding Question 1.2: How do identified special population group CTE concentrators perform on CTE accountability indicators as compared to their non-special population CTE concentrator counterparts? <i>Are there performance gaps between CTE concentrators in a subgroup vs. non-subgroup CTE concentrators.</i></p> <p>Special Populations include:</p> <ul style="list-style-type: none"> ✦ Individuals with disabilities ✦ Individuals from economically disadvantaged families ✦ Individuals preparing for non-traditional fields ✦ Students who are parents; including single pregnant women ✦ 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 ✦ Youth with a parent who is a member of the armed forces <u>and</u> is on active duty 		

Guiding Question 1.2: How do identified special population group CTE concentrators perform on CTE accountability indicators as compared to their non-special population CTE concentrator counterparts? *Are there performance gaps between CTE concentrators in a subgroup vs. non-subgroup CTE concentrators.*

Special Populations include:

[illegible]

	Strengths	Weaknesses
Guiding Question 1.3: How do identified CTE students perform on ESSA Report Card accountability indicators as compared to their non-CTE counterparts?		

Component 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.

Guiding Question 2.1: How do identified special population group CTE concentrators perform on CTE accountability indicators as compared to their non-special population CTE counterparts?			
Source	Note trends in your district where there may be gaps in how special population CTE concentrators performed in comparison to all CTE concentrators.		
Component 1	Rate of CTE participation by special population students		
	CTE concentrators by special population students		
	Met state assessment math proficiency		
	Met state assessment ELA proficiency		
	Demonstrate state assessment science proficiency		
	Graduate from high school		
	Meet secondary placement requirements		
	Summarize the responses from the CTE surveys conducted in the Spring of 2020. What common trends were noticed?		
Student Survey Question #8	What barriers prevented students from taking CTE Classes		
Teacher Survey Question #5	What are teachers doing support for struggling students and/or enrichment for students ready to move on.		
	As a district team (admin, school counselors, and core content/ SPED/ CTE teachers) how do you perform these objectives below.		
		Strengths	Weaknesses
Local Evidence	Strategies to help special population students overcome barriers to accessing CTE programming?		

	Strategies or examples demonstrating how each CTE program provides accommodations for special population students?		
	Strategies or examples demonstrating how each CTE program provides modifications for special population students?		

Guiding Question 2.2: How does the rate of participation and performance on ESSA accountability indicators of special population CTE concentrators compare to their non-special population CTE counterparts over the last three years?

	Note trends in your district illustrating gaps in special population CTE concentrators performance in comparison to non-special population CTE concentrators.		
Component1	General enrollment of the district compared to enrollment in CTE courses.		
	Percentage of subgroup CTE concentrator students taking Dual credit as compared to total percentage of CTE Concentrator students taking dual credit		

Guiding Question 2.3: What is the participation rate of special populations and genders in CTE programs as compared to all student enrollment in CTE programs?

CTE Data Pack in google drive (file with circles)	Enrollment of <ul style="list-style-type: none"> • male/female • white/non-white • IEP/non-IEP students in CTE programs 	
---	--	--

CLNA Component 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.

Guiding Question 3.1: How does the local CTE program align with in-demand industry Labor Market data for the state and the local region?

		Strengths for our District	Weaknesses for our District
Possible Data Sources Google Drive Files Including: <ul style="list-style-type: none"> • DLR Data Sheets by Cluster • HOT Careers Report • Virtual Labor Market Data System • DOE Approved Program File with Approved Courses Course Schedules	Offers courses/clusters that align to SD in-demand, high-skill, high-wage, and/or Hot Careers		
	Offers courses/clusters that align to DLR regionally or locally identified in-demand, high-skill, high-wage, and/or Hot Careers		
	Offers WBL experiences that align to SD in-demand, high-skill, high-wage, and/or Hot Careers		
Consortium/BOE/Advisory Board meeting minutes and agendas	Advisory boards and industry partners review labor market data in order to offer courses/clusters that align to SD in-demand, high-skill, high-wage, and/or Hot Careers		

Guiding Question 3.2: How does the local CTE program/Consortium align with local education or economic needs?

		Strengths for our District	Weaknesses for our District
Possible Data Sources Local Business & Industry Focus Group Interview	Collaborates with or gathers data from local industry partners		
	Aligns program offerings with local industry needs		
	Aligns program offerings with local education needs (within the school district)		

Teacher Survey Parent Survey	Participates in leadership team, strategic planning, schoolwide or school improvement planning sessions		
	Has a strategic planning protocol for local CTE programs		

Component 4: Size, Scope, Quality and Implementation of

Programs

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.

Guiding Question 4.1: How does the local CTE program design instruction		
Source	Summarize the responses from the CTE surveys conducted in the Spring of 2020. What common trends were noticed?	
Student Surveys (Question 10)	To what extent do students feel supported by their CTE teachers when struggling?	
Parent Surveys (Question 3)	What reasons do parents give for their students not taking CTE courses in your district?	
Parent Surveys (Question 4)	How are parents learning about CTE Courses & WBL in your district?	
Teacher Surveys (Question 2)	How do teachers in your district align courses to state content standard?	
Teacher Surveys (Question 3)	Describe how teachers in your district develop stand-alone courses.	
Teacher Surveys (Question 4)	Describe how teachers in your district develop multiple courses within a progression or program of study.	
Teacher Surveys (Question 5)	Describe how teachers in your district support for struggling students and/or enrichment for students ready to move on.	
Possible Sources	Describe the process your teachers use to ensure they are:	
Lesson Plans	Aligning to standards	
	Aligning to Webb levels	
	Differentiating instruction for diverse learners	
Classroom Observation Teacher Eval System Administration	How does the principal/ CTE Administrator observe and evaluation, the CTE teachers for these skills <ul style="list-style-type: none"> • Use an appropriate instructional strategy for the intended learning. • Use of high levels of critical thinking • Use of formative assessment • Responsiveness to diverse student needs 	

Guiding Question 4.2: How does the local CTE program prepare students for future success?

<p>Student Surveys (Question #1)</p>	<p>Your students were asked: How they are assisted with career planning.</p> <p>_____ I've talked to a counselor or a counselor came to our class to talk about careers.</p> <p>_____ The teachers talked to us about careers.</p> <p>_____ We have had class presentations or guest speakers about careers.</p> <p>_____ We have had a career fair or gone to a career fair.</p> <p>_____ I have done a job shadow or other work-based learning experience.</p> <p>_____ I haven't been involved in any career guidance or career decision making at my school.</p> <p>Examine their responses.</p> <ul style="list-style-type: none"> • In what ways can CTE programming in your district improve in assisting students in with career decision making? 	
<p>Student Surveys (Question #12)</p>	<p>Your students were asked: Which of the following work-based learning experiences are offered at your school?</p> <p>_____ job shadow</p> <p>_____ internship</p> <p>_____ entrepreneurship</p> <p>_____ apprenticeship</p> <p>_____ There are not work-based learning experiences offered at my school.</p> <p>Examine their responses.</p> <ul style="list-style-type: none"> • What can your district do to increase student awareness of these work-based learning opportunities? 	
<p>CTSO Membership Rosters</p>	<p>What CTSO's do your students have access to and what goal do you have to expand those current programs or add new CTSOs?</p>	
<p>State Approved Industry Recognized</p>	<p>Which Industry Recognized Certifications are your students earning in their CTE classes?</p>	

Credentials		
Examine how WBL in your district could be improved.		
Component 1	How many students in your district are reported for participating in Work-based Learning (WBL).	
Infinite Campus	How do student's earn credit for WBL in your district. (which courses).	
	How can your students' participation in WBL be improved?	
How many courses do you offer at each level within each approved cluster at your district?		
Course Schedule	Career Exploration Courses	
	Foundational Courses	
	Capstone/WBL Courses	

Guiding Question 4.3 How does the local CTE program provide opportunity for participation in a complete program of study?		
How many courses do you offer at each level within each approved cluster at your district?		
Course Schedule	Career Exploration Courses	
	Foundational Courses	
	Capstone/WBL Courses	
Summarize the responses from the CTE surveys conducted in the Spring of 2020.		
Student Survey Question #7	What courses are you students wanting to see offered?	
Student Survey Question #8	<p>Your students were asked: What barriers prevented them from taking CTE classes.</p> <p>_____ They didn't fit into my class schedule.</p> <p>_____ I need help with the language.</p> <p>_____ I didn't have transportation to get to the CTE courses and/or related activities.</p> <p>_____ I was advised by an adult not to participate in CTE courses.</p> <p>_____ I haven't experienced any barriers.</p>	

	<p>Examine their responses.</p> <ul style="list-style-type: none"> • What were common problems and what strategies can you district look at to reduce those barriers? 	
Discuss the responses from the CTE surveys conducted in the Spring of 2020.		
CTE Team Input	How are students informed about their options in CTE and encouraged to complete a program?	
	What other barriers are preventing students from becoming a CTE Completer?	

Component 5: Recruitment, Retention and Training

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.

Guiding Question 5.1: What is the process for recruiting CTE educators, faculty and staff?

Guiding Question 5.1: What is the process for recruiting CTE educators, faculty and staff?			
		When looking to hire new CTE Teachers, how does the district complete these objectives. *please note if your school is not currently implementing an strategy toward an objective	
		Strengths in our District	Weaknesses in our District
Vacancy Notices/CTE Strategic Plan School Administrator Input	Target diverse populations		
	Target positions for subject areas with growing student interest		
	Target positions for subject areas with possible retirements or attrition		
	Target positions for subject areas emerging as priority employment areas		
	Target individuals certified for the position		
	Target instructors coming from industry and seek alternative certification options		
	Include translated communications as needed		
Job Descriptions	Do your job descriptions Clearly describe both teaching and extra-curricular expectations		
	Target positions for subject areas with growing student interest and/or labor market alignment		
	Define expectations for certification or process to certification		
	Include translated communications as needed		

Guiding Question 5.2: What is the process for training CTE educators, faculty, and staff?

Guiding Question 5.2: What is the process for training CTE educators, faculty, and staff?	
	Describe your district's process for planning Professional Development

	What Professional Development Events are new CTE's required to participate? (both in and out of district)	
	What PD opportunities are new CTE teachers encouraged to participate in?	
	Are teachers in your district encouraged to request PD of interest or need to them?	
	Are the PD activities based on labor market/industry data?	
	Do PD events aligned with CTE initiatives?	
	Do your CTE teachers collaborate with Business/industry to explore PD opportunities?	

Guiding Question 5.3 What is the process for retaining CTE educators, faculty and staff?		
	Discuss the strategies being implemented in your district to help retain teachers. *please note if your school is not currently practicing a strategy.	
CTE advisory board meeting minutes and agendas School Admin Input	How is collaboration and engagement being encouraged with core content teachers.	
	How is collaboration and engagement being encouraged with industry partners.	
	What does the district do to support in attaining certification (if applicable)	
	Are new CTE matched with a mentor? (in or out of district) - Is the mentor a CTE teacher	

Component 6: Resource Responsibility

Definition: An evaluation of the fiscal and resource alignment to the local CTE program's priorities in meeting the needs of students and local, regional, and state industry needs.

Guiding Question 6.1: How does the budgetary spending align in supporting priorities of the local CTE program?

		Strengths	Weaknesses
Perkins Allocation Budget	How are Perkin's budget requests aligned with supporting the program's priorities; labor market data, local/regional/state industry needs, local education needs, and student data?		
Other local or federal resources allocated to CTE program	<p>Discuss other resources your school has your district is exploring for additional funding for CTE priorities</p> <p>Examples:</p> <ul style="list-style-type: none"> • Industry Sponsorships • Perkins Reserve Grants • Workforce Education Grants • Local Programs/ Grants • Donors Choose 		

Guiding Question 6.2: How does the allocation of resources support the priorities of the local CTE program?

How are you currently supporting the CTE program's priorities, labor market data, local/regional/state industry needs, local education needs and student data with your Perkins funds? In what ways is that funding supporting these needs.

Perkins Budget	Professional Development	
	Equipment	
	Curriculum	
	Other:	
	What should your Perkins funds in the future be targeted toward to make the greatest impact to the CTE program's priorities, labor market data, local/regional/state industry	

	needs, local education needs and student data ?	
To what extent are:		
SD MyLife (Xello)	Students using the program	
	Staff using the program	
	Staff using the report data from the program to drive local programs	
Describe any local entities you partner with for CTE and the benefits of that partnership		
State/Regional/ Local Programs and Partnerships	Local partnerships (i.e., chamber of commerce, economic/workforce development)	
	DOE regional CTE and Cluster Specialists	
	DLR Career Launch Specialists	
	Vocational Rehabilitation Services	

EMERGING NEEDS BY COMPONENT

Directions: As the school level team completes the data analysis of each component, list up to 1-3 emerging needs within that component based on the data. This is to be done by the school level team to become part of the larger list of needs considered by the District or Consortium when all data and needs are compiled.

Component	Need Description
Component 1- Student Performance	
Component 1- Student Performance	
Component 1- Student Performance	
Component 2- Improving Equity and Access	
Component 2- Improving Equity and Access	
Component 2- Improving Equity and Access	
Component 3- Labor Market Alignment	
Component 3- Labor Market Alignment	
Component 3- Labor Market Alignment	
Component 4- Size, Scope and Quality	
Component 4- Size, Scope and Quality	
Component 4- Size, Scope and Quality	
Component 5- Recruitment, Retention and Training of Teachers	
Component 5- Recruitment, Retention and Training of Teachers	
Component 5- Recruitment, Retention and Training of Teachers	
Component 6- Resource Responsibility	
Component 6- Resource Responsibility	
Component 6- Resource Responsibility	