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South Dakota

Career & Technical Education
Comprehensive Local Needs Assessment

Secondary Recipients

![Learning that works for South Dakota CTE]

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Last updated- October 20, 2019
Minor edits to this guide may be made as the process is piloted.

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.

Please note that for this process to be a truly authentic, the only documents that will be formally submitted to the DCTE office are the Stakeholder Engagement Assurance Form and the Action Plans. The anecdotal observations, discussion comments and 'working out' of the process will not be submitted to the DCTE office for review, evaluation or 'approval'.

Final Action Plans are due to the DCTE Office by March 15th, 2021.

PLAN

LEADERSHIP TEAM IDENTIFICATION

The South Dakota Career & Technical Education Comprehensive Local Needs Assessment team consists of the individuals responsible for completing the needs assessment process. Team members should possess knowledge of the programs and initiatives related to the needs assessment framework, have the capacity (knowledge, skills and availability) to participate throughout needs assessment planning and implementation, and the ability to support engagement of stakeholders. It is also helpful to include individuals who will be responsible for creating and monitoring the action plan that results from the needs assessment.

DISTRICT LEVEL TEAM		
Team Role	**Description**	**Name(s)**
Team leader(s)	To be determined by school administrator	
Data resource person(s)	Person with access to Perkins and SD STARS data sources. Someone who is good with gathering, aggregating and presenting data.	
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)	

CONSORTIUM LEVEL TEAM		
Team Role	**Description**	**Name(s)**
CTE Consortia Administrator	To be determined by Consortium CTE Administrator	
District Rep- CTE Lead or Administrator	Suggested participants: District CTE Lead/Point of Contact or district administrator(s) from each participating district will serve on the consortium level CLNA team. These individuals will need access to Perkins and SD STARS data sources. Someone who is good with gathering, aggregating and presenting data.	
Other participants	Suggested applicable participants: Consortium level CTE teacher(s), students, parents, business partners	

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.

A Stakeholder Communication template is located within the CLNA Toolkit. This template will allow teams to create a plan on the who, when, and how regarding communication with all relevant stakeholders. This communication plan is in addition to the data teams will be collecting from stakeholders for analysis throughout the CLNA process.

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

TIMELINES, ROLES AND RESPONSIBILITIES

Date	Stand Alone District	Consortium Member District	Consortium
Fall 2019	▪ Participate in kick-off event ▪ Determine Consortia choice	▪ Participate in kick-off event ▪ Determine Consortia choice	▪ Participate in kick-off event *Note: directors are required to participate, regardless of leadership role on team*
December 18th, 2019	▪ Communicate Consortia Decision to DCTE	▪ Communicate Consortia Decision to DCTE	
January 15th, 2020			▪ Submit Consortium Agreements as a Consortium to DCTE
January 2020	▪ Attend Improve 2020: Day of Collaboration *This is a must attend event in order to receive this needed data and to meet the legal requirements for next year's Perkins budget application.* ▪ Identify team members ▪ Complete Stakeholder Communication plan	▪ Attend Improve 2020: Day of Collaboration *This is a must attend event in order to receive this needed data and to meet the legal requirements for next year's Perkins budget application.* ▪ Identify District CLNA team members ▪ Complete Stakeholder Communication plan	▪ Attend Improve 2020: Day of Collaboration *This is a must attend event in order to receive this needed data and to meet the legal requirements for next year's Perkins budget application.* ▪ Identify Consortium CLNA team members ▪ Complete Stakeholder Communication plan
February 2020	▪ Distribute CLNA Stakeholder Survey	▪ Distribute CLNA Stakeholder Survey	▪ Distribute CLNA Stakeholder Survey
Starting Spring Semester 2020	▪ Familiarize team with CLNA framework and process ▪ Complete Data Source Checklist & Planning	▪ Familiarize team with CLNA framework and process ▪ Complete Data Source Checklist & Planning	▪ Familiarize team with CLNA framework and process ▪ Complete Data Source Checklist & Planning- determine which data, if any, is consortium level only data
Spring Semester 2020	▪ Collect data and organize data sources ▪ Set a deadline for completing data analysis	▪ Collect data and organize data sources ▪ Set a deadline for completing district data analysis	▪ Collect data and organize data sources that are consortium level only ▪ Set a deadline for when districts must have their district data analysis (summary templates) and emerging needs complete and submitted to consortium team

June 2020	▪ Data Coding Training Offered- attendance is strongly suggested	▪ Data Coding Training Offered- attendance is strongly suggested	▪ Data Coding Training Offered- attendance is strongly suggested
Summer/Fall 2020	▪ Root Cause Analysis Training (Attendance recommended unless previously trained)	▪ Root Cause Analysis Training	▪ Root Cause Analysis Training
Fall 2020	▪ Complete data analysis ▪ Determine emerging needs	▪ Complete data analysis ▪ Determine emerging needs ▪ Submit component templates and emerging needs documents to the consortium team ▪ <u>Once submissions are made to the consortium team, the district team has completed their work</u>	▪ Complete data analysis of consortium level data ▪ Collaboratively review each of the district's submissions ▪ Compile a list of needs that encompasses findings from districts and consortium
Fall 2020	▪ Prioritize identified needs ▪ Conduct root cause analysis		▪ Prioritize identified needs ▪ Conduct root cause analysis
Winter 2021	▪ Complete action plan		▪ Complete action plan ▪ Review plan with relevant district administration who may not have been on the consortium team ▪ Finalize action plan
March 15th, 2020	▪ Final Action Plans Due to DCTE		▪ Final Action Plans Due to DCTE

COLLECT AND ORGANIZE DATA

In the Collect and Organize Data phase, the school district collects data both from existing data sources (such as SD STARS data sources) and from created data sources (such as surveys and observations). Collected data must then be transformed into an understandable format to be counted, displayed, or organized for use during the data analysis and interpretive phases. The components and guiding questions are:

Component 1: Student Performance
- How do identified CTE concentrators perform on CTE Performance Indicators?
- How do identified special population group CTE concentrators perform on CTE accountability indicators as compared to their non-special population CTE concentrator counterparts over the last three years?
- How do identified CTE students perform on ESSA Report Card accountability indicators as compared to their non-CTE counterparts over the last three years?

Component 2: Improving Equity and Access
- How do identified special population group CTE concentrators perform on CTE accountability indicators as compared to their non-special population CTE counterparts?
- 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?
- What is the participation rate of special populations and genders in CTE programs as compared to all student enrollment in CTE programs?

Component 3: Labor Market Alignment
- How does the local CTE program align with in-demand industry Labor Market data for the state and the local region?
- How does the local CTE program/consortium align with local education or economic needs?

Component 4: Size, Scope, Quality and Implementation of Programs
- 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 of study?

Component 5: Recruitment, Retention and Training
- What is the process for recruiting CTE educators, faculty and staff?
- What is the process for training CTE educators, faculty and staff?
- What is the process for retaining CTE educators, faculty and staff?

Component 6: Resource Responsibility
- How does the budgetary spending align in supporting the priorities of the local CTE program?
- How does the allocation of resources support the priorities of the local CTE program?

The South Dakota Department of Education Division of Career & Technical Education is providing guidance, instruments and templates for the collection of this data.

The following section is intended to be a roadmap for working through the six components, the guiding questions, related data and summarizing data. This phase will involve looking at a wide variety of rich data sources which will tell the story of the current CTE programming while also revealing windows of opportunity for the future of local CTE programming. Therefore, it is expected that the various text boxes and response areas will be lengthened as needed to record data, comment and otherwise dialogue the CLNA process. The document was designed to expand and flex as needed.

Each component follows a similar structure listing the definition, followed by data sources and guiding questions. A Component Data Overview is hyperlinked in the Appendix which lists each component and the applicable data.

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.

Guiding Question 1.1: How do identified CTE concentrators perform on CTE Performance Indicators?

Related Data Sources		
DOE Provided/Existing	**Locally Provided**	**Created Data Sources**
CTE Performance Data State Performance Data/Accountability Indicators		

Data Observations 1.1

	Indicate the degree to which the <u>district</u> met state CTE accountability indicators.	
State Performance Data/Accountability Indicators	Meet state assessment math proficiency	
	Meet state assessment ELA proficiency	
	Demonstrate state assessment science proficiency	
	Graduate from high school	
	Graduate from high school within the indicated four-year cohort	
	Meet secondary placement level	
	Indicate the degree to which CTE <u>Career Cluster programs</u> met the state CTE Performance Indicators?	
State Performance Data/Accountability Indicators	Meet state assessment math proficiency	
	Meet state assessment ELA proficiency	
	Demonstrate state assessment science proficiency	
	Graduate from high school	
	Graduate from high school within the indicated four-year cohort	
	Meet secondary placement level	
	Indicate the degree to which <u>special population CTE concentrators</u> meet the CTE Performance Indicators compared to the all student group.	
State Performance Data/Accountability Indicators	Meet state assessment math proficiency	
	Meet state assessment ELA proficiency	
	Demonstrate state assessment science proficiency	
	Graduate from high school	
	Graduate from high school within the indicated four-year cohort	
	Meet secondary placement level	

	Indicate the degree to which CTE concentrators within the <u>demographic subgroups</u> perform compared to the all student group.	
State Performance Data/Accountability Indicators	Meet state assessment math proficiency	
	Meet state assessment ELA proficiency	
	Demonstrate state assessment science proficiency	
	Graduate from high school	
	Graduate from high school within the indicated four-year cohort	
	Meet secondary placement level	

Summary Statements. Using the "look fors" above for each guiding question, examine the data and determine the absence or presence of the "look fors." Write factual statements that summarize your observations. Indicate the evidence that supports your summary description. This process organizes and begins the analysis of data sources by component and guiding question.

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

Related Data Sources		
DOE Provided/Existing	**Locally Provided**	**Created Data Sources**
CTE Performance Data State Performance Data/Accountability Indicators		

Special Populations include:
- 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 **and** is on active duty

Data Observations 1. 2

	Indicate the degree to which special population CTE concentrators performed in comparison to the CTE concentrators as a whole.	
CTE Performance Data State Performance Data/Accountability Indicators	Meet state assessment math proficiency	
	Meet state assessment ELA proficiency	
	Demonstrate state assessment science proficiency	
	Graduate from high school	
	Graduate from high school within the indicated four-year cohort	
	Meet secondary placement requirements	

Summary Statements. Using the "look fors" above for each guiding question, examine the data and determine the absence or presence of the "look fors." Write factual statements that summarize your observations. Indicate the evidence that supports your summary description. This process organizes and begins the analysis of data sources by component and guiding question.

Guiding Question 1.3: How do identified CTE students perform on ESSA Report Card accountability indicators as compared to their non-CTE counterparts over the last three years?

Related Data Sources		
DOE Provided/Existing	**Locally Provided**	**Created Data Sources**
ESSA Report Card CCR Performance (SD-STARS)		

	Indicate the occurrence of:	
ESSA Report Card CCR Performance (SD-STARS)	Percentage of students taking dual credit.	
	Percentage of CTE concentrators taking dual credit compared to all-student group.	
	Percentage of CTE concentrators who meet assessment readiness measures as compared to all-student group	
	Percentage of CTE concentrators who meet CCR measures as compared to all-student group	
	Percentage of students identified as CTE concentrators as compared to 9th-12th enrollment	

Summary Statements. Using the "look fors" above for each guiding question, examine the data and determine the absence or presence of the "look fors." Write factual statements that summarize your observations. Indicate the evidence that supports your summary description. This process organizes and begins the analysis of data sources by component and guiding question.

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 <u>special population group</u> CTE concentrators perform on CTE accountability indicators as compared to their non-special population CTE counterparts?

Related Data Sources		
DOE Provided/Existing	**Locally Provided**	**Created Data Sources**
State Performance Data/Accountability Indicators		Student Survey Teacher Survey

Data Observations 2.1

	Indicate the degree to which special population CTE concentrators performed in comparison to the CTE concentrators as a whole.	
CTE Performance Data State Performance Data/Accountability Indicators ***Note- this section is a duplicate of 1.2. Feel free to reference those observations if already completed.*	Rate of CTE participation by special population students	
	Rate of CTE concentration by special population students	
	Meet state assessment math proficiency	
	Meet state assessment ELA proficiency	
	Demonstrate state assessment science proficiency	
	Graduate from high school	
	Graduate from high school within the indicated four-year cohort	
	Meet secondary placement requirements	
	Describe the degree to which:	
Student Survey	Academic support and enrichment are made available	
	Awareness of secondary and post-secondary career and educational opportunities is Evident	

Teacher Survey	Academic support and enrichment are available	
	Awareness of secondary and post-secondary career and educational opportunities is evident	
	Describe the degree to which:	
Local Evidence	What evidence exists which demonstrates strategies to help special population students overcome barriers to accessing CTE programming?	
	What evidence exists which demonstrates that programs are designed to enable special populations to meet local levels of performance?	
	What strategies or examples demonstrates how each CTE program provides accommodations for special population students?	
	What strategies or examples demonstrate how each CTE program provides modifications for special population students?	

Summary Statements. Using the "look fors" above for each guiding question, examine the data and determine the absence or presence of the "look fors." Write factual statements that summarize your observations. Indicate the evidence that supports your summary description. This process organizes and begins the analysis of data sources by component and guiding question.

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: The subgroups relate to race/ethnicity and gender.

Related Data Sources		
DOE Provided/Existing	**Locally Provided**	**Created Data Sources**
ESSA Report Card CCR Performance (SD-STARS)		

Data Observations 2.2

	Indicate the occurrence of the following for all CTE concentrators.	
ESSA Report Card CCR Performance Perkins Data	Percentage of students taking dual credit	
	Percentage of special population CTE concentrator students taking-Dual credit as compared to total percentage of CTE Concentrator students taking dual credit	
	Percentage of special population CTE concentrators compared to total percentage of students identified as CTE concentrators	
	Indicate the occurrence of the following specific to students within a <u>subgroup</u>:	
ESSA Report Card CCR Performance Perkins Data	Percentage of students taking dual credit	
	Percentage of subgroup CTE concentrator students taking Dual credit as compared to total percentage of CTE Concentrator students taking dual credit	
	Percentage of subgroup students identified as CTE concentrators compared to total percentage of subgroup students identified as CTE concentrators	

Summary Statements. Using the "look fors" above for each guiding question, examine the data and determine the absence or presence of the "look fors." Write factual statements that summarize your observations. Indicate the evidence that supports your summary description. This process organizes and begins the analysis of data sources by component and guiding question.

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?

Related Data Sources		
DOE Provided/Existing	**Locally Provided**	**Created Data Sources**
CTE Biennial Review Career Cluster CTE Biennial Review Enrollment CTE Biennial Review Aggregate		Student Survey Teacher Survey

Data Observations 2.3

	Indicate the:	
CTE Biennial Review Career Cluster	General enrollment of the district compared to enrollment in CTE Career Cluster programs for one year	
CTE Biennial Review Enrollment	General enrollment of the district compared to enrollment in CTE programs for a three-year period	
CTE Biennial Review Aggregate	Enrollment of male/female, white/non-white, IEP/non-IEP students in CTE programs over time	
	Describe the process for:	
Student Survey	Enrolling in CTE coursework	
	Developing awareness of CTE coursework	
	Participating in student organizations	
	Describe the process for:	
Teacher Survey	Enrolling in CTE coursework	
	Developing awareness of CTE coursework	
	Removal of barriers for participation in CTE coursework	

Summary Statements. Using the "look fors" above for each guiding question, examine the data and determine the absence or presence of the "look fors." Write factual statements that summarize your observations. Indicate the evidence that supports your summary description. This process organizes and begins the analysis of data sources by component and guiding question.

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?

Related Data Sources		
DOE Provided/Existing	**Locally Provided**	**Created Data Sources**
DLR Data Sheets by Cluster HOT Careers Report DLR Virtual Labor Market Data System DLR	List of Courses/Programs of Study/Course Schedules Consortium/BOE/Advisory Board meeting minutes and agendas	

Data Observations 3.1

	Indicate the degree to which the local CTE program:	
DLR Data Sheets by Cluster HOT Careers Report Virtual Labor Market Data System List of Courses Programs of Study 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	
	Indicate the degree to which the local CTE program:	
Consortium/BOE/Advisory Board meeting minutes and agendas	Reviews labor market data in order to offer courses/clusters that align to SD in-demand, high-skill, high-wage, and/or Hot Careers	
	Reviews labor market data in order to offer courses/clusters that align to DLR regionally or locally identified in-demand, high-skill, high-wage, and/or Hot Careers	

Summary Statements. Using the "look fors" above for each guiding question, examine the data and determine the absence or presence of the "look fors." Write factual statements that summarize your observations. Indicate the evidence that supports your summary description. This process organizes and begins the analysis of data sources by component and guiding question.

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

Related Data Sources		
DOE Provided/Existing	**Locally Provided**	**Created Data Sources**
	Consortium/BOE/Advisory Board meeting minutes and agendas *School/consortium level data sources*	Local Business & Industry Focus Group Interview Teacher Survey Parent Survey

Data Observations 3.2

	Indicate the degree to which the local CTE program:	
Local Business & Industry Focus Group Interview Teacher Survey Parent Survey	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)	
	Participates in leadership team, strategic planning, schoolwide or school improvement planning sessions	
	Has a strategic planning protocol for local CTE programs	

Summary Statements. Using the "look fors" above for each guiding question, examine the data and determine the absence or presence of the "look fors." Write factual statements that summarize your observations. Indicate the evidence that supports your summary description. This process organizes and begins the analysis of data sources by component and guiding question.

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 **Related Data Sources**		
DOE Provided/Existing	**Locally Provided**	**Created Data Sources**
	Lesson Plans Curriculum Guides Classroom Observations	Student Surveys Parent Surveys Teacher Survey

Data Observations 4.1

	Indicate the degree to which the local CTE program:	
Student Surveys Parent Surveys	Has challenging coursework	
	Provides support and enrichment to all students	
	Teachers indicate the degree to which they do the following:	
Teacher Surveys	Aligns curriculum to the standards	
	Have a process for developing a stand-alone course	
	Have a process for developing the coursework for a complete program of study	
	Anticipate and plan for students' misconceptions or struggles	
	Differentiate instruction for diverse learners	
	Indicate the degree to which lessons:	
Lesson Plans	Align to standards	
	Align to Webb levels	
	Differentiate instruction for diverse learners	
	Curriculum Guides Indicate:	
Curriculum Guides	The curriculum process is aligned to state standards and Webb levels and is horizontally and vertically aligned	
	Indicate the degree to which teachers do the following:	
Classroom Observations	Use an appropriate instructional strategy for the intended learning	
	Use high levels of critical thinking in instruction and assessment practices	
	Use formative assessment to gauge	

student understanding	
Demonstrate responsiveness to diverse student needs	

Summary Statements. Using the "look fors" above for each guiding question, examine the data and determine the absence or presence of the "look fors." Write factual statements that summarize your observations. Indicate the evidence that supports your summary description. This process organizes and begins the analysis of data sources by component and guiding question.

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

Related Data Sources		
DOE Provided/Existing	**Locally Provided**	**Created Data Sources**
Perkins Student Summary Report	Course Schedule CTSO Membership Rosters Industry Recognized Certification Records	Student Surveys Parent Surveys Teacher Survey

Data Observations 4.2

	Indicate the degree to which the local CTE program:	
Student Surveys Parent Surveys CTSO Membership Reports Industry Recognized Certification Records	Has challenging coursework	
	Provides support and enrichment to all students	
	Assists students in secondary and post-secondary career planning guidance	
	Provides opportunities for students to participate in CTSOs	
	Provides access to obtaining Industry Recognized Certifications	
	Teachers indicate the degree to which they do the following:	
Perkins Student Summary Report Teacher Survey Industry Recognized Certification Records	Students are provided work-based learning opportunities	
	Students are given guidance in secondary and post-secondary career planning	
	Provides access to obtaining Industry Recognized Certifications	

	Indicate the availability of:	
Course Schedule	Career Exploration Courses	
	Foundational Courses	
	Capstone/WBL Courses	

Summary Statement. Using the "look fors" above for each guiding question, examine the data and determine the absence or presence of the "look fors." Write a factual statement that summarize your observations. Indicate the evidence that supports your summary description. This process organizes and begins the analysis of data sources by component and guiding question.

Guiding Question 4.3 How does the local CTE program provide opportunity for participation in a complete program of study?

Related Data Sources		
DOE Provided/Existing	**Locally Provided**	**Created Data Sources**
	Course Schedule	Student Surveys Parent Surveys Teacher Survey

Data Observations 4.3

	Indicate the degree to which the local CTE program:	
Student Surveys Parent Surveys	Provides opportunity to complete a course of study	
	Provides programs of student interest	
	Removes barriers for enrollment in CTE coursework	
	Develops awareness of CTE programs	
	Indicate the degree to which the local CTE program:	
Teacher Surveys	Removes barriers for enrollment in CTE coursework	
	Develops awareness of CTE programs	
	Develops/offers multiple courses within a given cluster	
	Indicate:	
Course Schedule	Frequency to which courses are offered	
	Number of complete programs of studied offered	

Summary Statements. Using the "look fors" above for each guiding question, examine the data and determine the absence or presence of the "look fors." Write factual statements that summarize your observations. Indicate the evidence that supports your summary description. This process organizes and begins the analysis of data sources by component and guiding question.

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?

Related Data Sources		
DOE Provided/Existing	**Locally Provided**	**Created Data Sources**
	Vacancy Notices Job Descriptions Consortium meeting/BOE meeting/CTE advisory board meeting minutes and agendas Professional development plan	Teacher Survey

Data Observations 5.1

	Indicate the degree to which they:	
Vacancy Notices/CTE Strategic Plan	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	
	Include translated communications as needed	
	Indicate the degree to which they:	
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	
	Indicate the degree to which they:	
Consortium meeting/BOE meeting/CTE	Target diverse populations	
	Target positions for subject areas with growing student interest	

advisory board meeting minutes and agendas	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	
	Include translated communications as needed	

Summary Statements. Using the "look fors" above for each guiding question, examine the data and determine the absence or presence of the "look fors." Write factual statements that summarize your observations. Indicate the evidence that supports your summary description. This process organizes and begins the analysis of data sources by component and guiding question.

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

Related Data Sources		
DOE Provided/Existing	**Locally Provided**	**Created Data Sources**
	Vacancy Notices Job Descriptions Consortium meeting/BOE meeting/CTE advisory board meeting minutes and agendas Professional development plan	Teacher Survey

Data Observations 5.2

	Indicate the Occurrence of:	
Consortium meeting/BOE meeting/CTE advisory board meeting minutes and agendas	PD events aligned with CTE initiatives	
	Attendance at in-house PD events	
	Attendance at out-of-district PD events	
	Business/industry collaborations	
	Monitoring and implementation of PD topics	
	PD activities based on staff need or request	

PD activities based on labor market/industry data	
Input and collaboration regarding PD and training	
Indicate the Occurrence of:	
Professional Development Plan	PD events aligned with CTE initiatives	
	Business/industry collaborations	
Teacher Surveys	Monitoring and implementation of PD topics	
	PD activities based on staff need or request	
	PD activities based on labor market/industry data	

Summary Statements. Using the "look fors" above for each guiding question, examine the data and determine the absence or presence of the "look fors." Write factual statements that summarize your observations. Indicate the evidence that supports your summary description. This process organizes and begins the analysis of data sources by component and guiding question.

Guiding Question 5.3 What is the process for retaining CTE educators, faculty and staff?

Related Data Sources		
DOE Provided/Existing	**Locally Provided**	**Created Data Sources**
	Vacancy Notices Consortium meeting/BOE meeting/CTE advisory board meeting minutes and agendas Professional development plan	Teacher Survey

Data Observations 5.3

	Indicate the degree to which they:	
Vacancy Notices/CTE Strategic Plan	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	
	Include translated communications as needed	
	Indicate the degree to which they:	
Consortium meeting/BOE meeting/CTE advisory board meeting minutes and agendas	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	
	Input and collaboration regarding coursework, plans of study, industry collaboration and engagement	
	Support in attaining certification (if applicable)	
	Availability of induction and/or mentoring support	
	Include translated communications as needed	
	Indicate the Occurrence of:	
Professional Development Plan

Teacher Survey | PD events aligned with CTE initiatives | |
	Business/industry collaborations	
	Monitoring and implementation of PD topics	
	PD activities based on staff need or request	
	PD activities based on labor market/industry data	

Summary Statements. Using the "look fors" above for each guiding question, examine the data and determine the absence or presence of the "look fors." Write factual statements that summarize your observations. Indicate the evidence that supports your summary description. This process organizes and begins the analysis of data sources by component and guiding question.

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?

Related Data Sources		
DOE Provided/Existing	**Locally Provided**	**Created Data Sources**
	Perkins Allocation Budget Other local or federal resources allocated to CTE program	

Data Observations 6.1

	To what extent are:	
Perkins Allocation Budget	Available dollars aligned with supporting the program's priorities; labor market data, local/regional/state industry needs, local education needs, and student data.	
	To what extent are:	
Other local or federal resources allocated to CTE program	Available dollars aligned with supporting the program's priorities, labor market data, local/regional/state industry needs, local education needs, and student data.	

Summary Statements. Using the "look fors" above for each guiding question, examine the data and determine the absence or presence of the "look fors." Write factual statements that summarize your observations. Indicate the evidence that supports your summary description. This process organizes and begins the analysis of data sources by component and guiding question.

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

Related Data Sources		
DOE Provided/Existing	**Locally Provided**	**Created Data Sources**
	Perkins Allocation Budget Other local or federal resources allocated to CTE program SD MyLife (Xello) State/Regional/Local Programs and Partnerships	

Data Observations 6.2

To what extent are the following aligned with supporting the program's priorities, labor market data, local/regional/state industry needs, local education needs and student data.		
Perkins Allocation Budget	Staffing	
	Time	
	Training	
	Supplies/Materials/Inventory List	
To what extent are the following 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	Staffing	
	Time	
	Training	
	Supplies/Materials/Inventory List	
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	
Indicate evidence of:		
State/Regional/Local Programs and Partnerships	Utilization of local partnerships (i.e., chamber of commerce)	
	Utilization of regional CTE specialist or Career Launch resources	

Summary Statements. Using the "look fors" above for each guiding question, examine the data and determine the absence or presence of the "look fors." Write factual statements that summarize your observations. Indicate the evidence that supports your summary description. This process organizes and begins the analysis of data sources by component and guiding question.

DATA SOURCE CHECKLIST AND PLANNING

The Data Source Checklist and Planning template will assist the leadership team in determining who will be responsible for collecting the data and the appropriate sample size recommendation. Sample size recommendations will vary from district to district, depending upon the size of the district. Districts may determine appropriate sample size and sample selection as appropriate for their district provided all stakeholder groups are within those surveyed. Signing the Stakeholder Assurance document signifies the district's and entity's good faith commitment to have done so.

Suggested best practice is to survey all students and as many adult stakeholders as possible including parents, teachers, school personnel, etc.

A "Data Source Checklist" worksheet is hyperlinked in the Appendix as a quick and handy means of making a data gathering plan.

ANALYZE DATA

As data are organized and presented in digestible formats, it becomes easier to look for trends across time and data sources. The triangulation of multiple data points from different sources, voices or forms of data creates meaning from the data and makes it possible to determine important themes across sources. Stakeholders who are represented in the data and responsible for carrying out the results of the CLNA review the relevant and available data and help translate the data into information that can be used.

Priorities from the CLNA must be supported by triangulation where possible. Triangulation is achieved when multiple data sources are used to cross-verify and validate information.

The following steps outline the recommended process for organizing and analyzing the data. The referenced templates are available in the CLNA Toolkit as Word documents.

1. **Review of Current Strategic CTE Plan:** In reviewing these plans, identify the established priorities, goals or objectives.

Directions: Review documents, such as District/Consortium Strategic Plans, Perkins Plan, etc., and determine what have been previously set as the CTE programs priorities, goals, or objectives. Having this list will provide guidance as to if the current plans are being followed and/or if they are relevant to the current state of the program based on the data analyzed.

Source	Priorities, Goals, and/or Objectives

2. **Data Summary**:
   The Summary Statements for each guiding question provided a means for examining and determining the absence or presence of the "look fors". The factual statements written are the observational summaries from which deeper analysis will be conducted.

3. **Coding the Data:** Coding is an analytical process in which data, in both quantitative form (such as survey results, assessment results) or qualitative (such as focus group discussions) is categorized to facilitate analysis. As you read through the data that you have summarized in the Summary Statements, certain words, phrases, patterns, ways of thinking and events repeat and stand out. Based on the six components, a preliminary list of possible coding categories has been developed. The list includes terms and phrases used to sort and analyze the data that represent the patterns that stand out. It is possible that a leadership team may assign other coding categories as necessary.

   Additional standalone training will be provided by DCTE to support this step of the process.

4. **Identify the Needs:** Based upon the results of the coding process, you can now begin to identify needs that emerge from each component and needs that appear in more than one component. The Emerging Needs by Component Chart is available in the CLNA Toolkit as a Word document.

EMERGING NEEDS BY COMPONENT

Directions: As the school level team completes the data analysis of each component, list up to three 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	
Component 1	
Component 1	
Component 2	
Component 2	
Component 2	
Component 3	
Component 3	
Component 3	
Component 4	
Component 4	
Component 4	
Component 5	
Component 5	
Component 5	
Component 6	
Component 6	
Component 6	

PRIORITIZE NEEDS

Collecting and organizing data into useable information is key to determining priorities, but useable information in and of itself is not enough to create meaningful long-term change. The ability to have a meaningful impact requires a manageable set of priorities upon which to focus efforts.

It is suggested that the 'Prioritizing Needs' worksheet be completed.

This is an example of the Prioritizing Needs worksheet. A hyperlink to the document is provided in the Appendix.

Prioritizing Needs

Directions: Everyone on the team reviews the need and then assigns a score (1 to 3) for each area. The team's total combined score is entered the box for each area with the "total" column being the final score for the given need. Once every need has been scored the highest total points receiving needs should be considered for root cause analysis to move forward within a plan.

Identified Need	How long has this been a need?	How has this need been addressed in the past?	Magnitude 3-needs to be addressed now 2-should be addressed within the next 6-12 months 1-can be addressed next year	Will 3-most/all stakeholders will support this need 2-at least half will support this need 1-less than half will support this need	Impact 3-addressing this need will impact most students, staff, community 2-at least half will be impacted 1-less than half will be impacted	Feasibility 3-significant change to current practice 2-moderate change to current practice 1-slight change to current practice	Prioritization Total Points
Example: We have a need to engage students at a higher level. (Level of rigor)	6 years+	PD, standards work	16 (School A and F gave this a 2, Schools B,C, D and E each gave it a 3. = 16 points	8	16	16	56

Note- because the prioritizing needs is done collectively as a consortium, each district will contribute its score per column which then gets added together for a total.

Additionally, the following chart utilizes guiding questions and a Likert Scale process as a first step in prioritizing needs. The leadership team might opt to utilize a different prioritizing strategy.

To satisfy the requirements within Perkins V, a need must be identified in each of the following areas: 1) Program Improvement and 2) Recruitment, Retention, and Training for CTE staff.

Guiding Questions:

1. Do the data show an existing trend of improvement or decline? If so, how does that trend impact the level of prioritization?
2. Does the need appear in more than one component?

Program Improvement Prioritized Needs	Prioritization Total Points	Low Priority (1)	Moderate Priority (2)	High Priority (3)	Essential Priority (4)
Need:					
Need:					
Need:					
Need:					
Need:					

Recruitment, Retention and Training Prioritized Needs	Prioritization Total Points	Low Priority (1)	Moderate Priority (2)	High Priority (3)	Essential Priority (4)
Need:					
Need:					
Need:					
Need:					
Need:					

ROOT CAUSE ANALYSIS

Once the leadership team has identified and prioritized the needs, the needs are then further analyzed for root causes. Root Cause Analysis (RCA) is a method of problem solving designed to uncover the deepest root and most basic reasons for identified concerns. RCA helps teams to correctly identify the true needs rather than addressing symptoms. The most challenging aspect of RCA is the ability of the staff and administration to be open and honest in a safe, collaborative environment. This climate will foster true examination of causes, which may be uncomfortable, including issues of organization and instructional quality. This is an important step in reaching the root of the problem impacting quality and success of local CTE programs.

The leadership team will need to decide how many of the prioritized needs should go through the RCA process; however, **at least one need pertaining to Program Improvement and one need pertaining to Recruitment, Retention, and Training will need to complete the RCA process.** In some cases, the analysis process results in identifying a root cause that goes beyond the circle of control of the district/consortium. Documents to guide the RCA process are in the CLNA Toolkit.

Leadership teams will be asked to complete the following Root Cause Analysis Summary for those prioritized needs that become actionable goals. There is a Word document copy of the Root Cause Analysis Summary in the CLNA Toolkit.

Additionally, standalone Root Cause Analysis training will be provided by DCTE in support of this work.

ROOT CAUSE 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.

Directions:

1. Using this form as a template, the district/consortium team will develop a two-year action plan for the identified priorities or needs through the CLNA process.
2. Each action plan must include a theory of action, milestones, actions or tasks, a timeline, a participation plan, resources, and data points.
3. The leadership team will distribute copies of each action plan to the appropriate stakeholders.
4. The district/consortium team will keep copies handy to bring to meetings to review and update regularly. Over time the district/consortium may decide to develop new work plans for new phases of the improvement effort.
5. The district/consortium will provide the South Dakota Department of Education an annually updated Action Plan in implementation years. The revised plan should reflect progress toward goal attainment and any necessary revisions to the plan.

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 (what to accomplish next year):

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)?

End of the Year 2 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 (what to accomplish next year):

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)?

End of the Year 2 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

APPENDIX :

The following resources are linked on the Perkins V web page:

Component Data Overview
CLNA Student Survey Example
CLNA Parent Survey Example
CLNA Teacher Survey Example
CLNA Teacher Observation/Look Fors
CLNA Focus Group Interview Sample
Data Source Checklist and Planning Worksheet
Root Cause Analysis Handout
Five Whys Template
Consensus Building Strategy: The Focusing Four
Alignment Opportunities Handout
Emerging Needs by Component Worksheet
Root Cause Analysis Summary
Prioritizing Needs Worksheet