**Needs Assessment**

**Local and Regional Worksheets**

**Introduction**

The following worksheets are to be used in conjunction with the Colorado Needs Assessment Handbook. The worksheets help identify potential partners and focus discussion of the analysis of data and other evidence collected for each element.

These worksheets will be available electronically at <http://coloradostateplan.com/administrator/perkins/perkins-forms-and-files/>.

**Worksheets include:**

**Potential Partner Worksheet –** used to identify individuals who may represent the required stakeholders to engage in the comprehensive needs assessment process.

**Local Needs Assessment Worksheets –** A worksheet is provided for each of the elements to summarize the findings of the assessment process. **These worksheets should be completed by each local partner and either provided to the convener in advance or brought to the regional meeting.**

**Regional Needs Assessment Worksheets –** A worksheet is provided for each of the elements to summarize the findings of the assessment process. These worksheets **will be completed at the regional meeting**. The Regional Needs Assessment Worksheets must be submitted to CCCS as documentation of the comprehensive needs assessment process.

**Needs Assessment Results Document –** This document summarizes the priorities established as a result of the comprehensive needs assessment process. This should be **completed at the regional level.** This worksheet must be submitted as documentation of the comprehensive needs assessment process.

**Needs Assessment Results Document Signature Page** – This page must be signed by each local education partner and the convener of the regional needs assessment process.

**Required Stakeholder Documentation** – This form must be completed to verify that all of the require stakeholders were engaged in the needs assessment process.

**Supplement for Interim Needs Assessment Worksheets**– For **interim needs assessments**, this worksheet must be **completed as ‘pre-work’** for each local education partner and a copy that **will be completed as part of the regional convening** for the update to the needs assessment processwill be completed for submission to CCCS.

**Potential Stakeholder Worksheet**

Use this template to identify potential stakeholders to assist in the needs assessment process.

| **Role** | **Name** | | **Organization** | **Email/Contact Info** |
| --- | --- | --- | --- | --- |
| Secondary CTE Faculty |  | |  |  |
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| Secondary Career Counselors and Academic Counselors |  | |  |  |
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| Secondary Administrators |  | |  |  |
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| Secondary Instructional Support, Paraprofessionals |  | |  |  |
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| Postsecondary CTE Faculty |  |  | |  |
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| Postsecondary Administrators |  |  | |  |
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| Postsecondary Career Counseling and Advising Professionals |  |  | |  |
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| Representatives of Special Populations *Gender, race, ethnicity, migrant status, disability, economically disadvantaged, nontraditional, single parent, pregnant women, out of work individuals, English learners, homeless, foster care, active duty military parents, \*corrections* |  | |  |  |
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| Local Workforce Development Board Member |  | |  |  |
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| Regional Economic Development Member |  | |  |  |
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| Local Business & Industry Representative |  |  | |  |
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| Parents and Students |  |  | |  |
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| Representatives of Indian Tribes and Tribal Organizations |  |  | |  |
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| Youth/Adult Corrections Education Representative |  |  | |  |
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| Other Relevant Stakeholders |  |  | |  |
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**Worksheets for local education partners to complete prior to the regional meeting.**

**Local Needs Assessment Required Stakeholder Verification**

This form must be completed to verify the engagement of each of the required stakeholders. Please indicate the stakeholder engaged, the organization or company represented, and how the stakeholder was engaged in the Evidence of Engagement column. Evidence could be completing a survey, attending a meeting, focus group, etc.

| **Require Stakeholder** | **Name of Stakeholder** | **Organization/Company Representing** | **Evidence of Engagement** |
| --- | --- | --- | --- |
| 1. Representatives of career and technical education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals |  |  |  |
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| 2. Representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators; |  |  |  |
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| 3. Representatives of the State board or local workforce development boards and a range of local or regional businesses or industries; |  |  |  |
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| 4. Parents and students |  |  |  |
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| 5. Representatives of special populations including individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals: 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 (as such term is defined in section 101(a)(4) of title 10, United States Code); and is on active duty (as such term is defined in section 101(d)(1) of such title. |  |  |  |
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| 6. Representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965) |  |  |  |
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| 7. Representatives of Indian Tribes and Tribal organizations in the State, where applicable |  |  |  |
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| 8. Any other stakeholders that the eligible agency may require the eligible recipient to consult |  |  |  |
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**Local Needs Assessment Element 1 Worksheet: Career Advisement & Development**

Discuss each of the following questions in light of the data collected and notes from interviews, focus groups, or other methodologies. Capture notes in the space provided.

|  |  |  |
| --- | --- | --- |
| 1. To what extent are CTE instructors and other faculty trained to be career coaches or have meaningful conversations with learners about their skill sets and career choices? For example, are they confident and competent? | | |
| **Current State** | **Desired State** | **Evidence** |
|  |  |  |
| 2. To what extent are all opportunities presented to learners to consider 2- and 4-year postsecondary education, technical colleges, apprenticeships, military, and direct employment? | | |
| **Current State** | **Desired State** | **Evidence** |
|  |  |  |
| 3. To what extent are CTE instructors collaborating with counseling/career advisement professionals? | | |
| **Current State** | **Desired State** | **Evidence** |
|  |  |  |

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| --- | --- |
| **Element 1: Career Advisement & Development** | **Strategies for Element 1 in Priority Order** |
| **Ratings:**  1 Significant gaps and/or multiple gaps exist  2 Some gaps exist and/or we do not have a concrete plan to address them  3 Very few gaps exist, and we have processes in place to close the remaining gaps  4 No gaps exist |
| **Rating** (circle one)  **1 2 3 4** |

**Local Needs Assessment Element 2 Worksheet: Evaluation of Workforce Alignment**

Discuss each of the following questions in light of the data collected and notes from interviews, focus groups, or other methodologies. Capture notes in the space provided.

|  |  |  |
| --- | --- | --- |
| 1. To what extent are we offering programs of study that are preparing learners for current and future workforce and economic needs? | | |
| **Current State** | **Desired State** | **Evidence** |
|  |  |  |
| 2. Evaluate the processes in place for reviewing workforce and economic data to determine effectiveness and impact of program offerings on a regular basis. | | |
| **Current State** | **Desired State** | **Evidence** |
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| **Element 2: Workforce Alignment** | **Strategies for Element 2 in Priority Order** |
| **Ratings:**  1 Significant gaps and/or multiple gaps exist  2 Some gaps exist and/or we do not have a concrete plan to address them  3 Very few gaps exist, and we have processes in place to close the remaining gaps  4 No gaps exist |
| **Rating** (circle one)  **1 2 3 4** |

**Local Needs Assessment Element 3 Worksheet: Evaluation of Program Quality including Size, Scope & Quality and Progress toward Implementing CTE Programs of Study**

Discuss each of the following questions in light of the data collected and notes from interviews, focus groups, or other methodologies. Capture notes in the space provided. Colorado’s definition of Size, Scope and Quality can be found in the Needs Assessment Handbook.

|  |  |  |
| --- | --- | --- |
| 1. How do programs maintain conversations with secondary, postsecondary, and business/industry representatives so that a robust and up-to-date skill set is developed in each program? | | |
| **Current State** | **Desired State** | **Evidence** |
|  |  |  |
| 2. Which programs have current industry standard equipment, appropriate classroom and laboratory space, and quality instructional materials? | | |
| **Current State** | **Desired State** | **Evidence** |
|  |  |  |
| 3. Which programs of study incorporate relevant academic, technical, and postsecondary, workforce readiness (PWR) skills at every learner level? (Including concurrent enrollment opportunities) | | |
| **Current State** | **Desired State** | **Evidence** |
|  |  |  |

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| --- | --- |
| **Element 3: Program Quality** | **Strategies for Element 3 in Priority Order** |
| **Ratings:**  1 Significant gaps and/or multiple gaps exist  2 Some gaps exist and/or we do not have a concrete plan to address them  3 Very few gaps exist, and we have processes in place to close the remaining gaps  4 No gaps exist |
| **Rating** (circle one)  **1 2 3 4** |

**Local Needs Assessment Element 4 Worksheet: Evaluation of Student Performance**

Discuss each of the following questions in light of the data collected and notes from interviews, focus groups, or other methodologies. Capture notes in the space provided.

|  |  |  |
| --- | --- | --- |
| 1. Where do the biggest gaps in Perkins performance indicators exist between subgroups of students and programs areas? | | |
| **Current State** | **Desired State** | **Evidence** |
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| **Element 4: Student Performance** | **Strategies for Element 4 in Priority Order** |
| **Ratings:**  1 Significant gaps and/or multiple gaps exist  2 Some gaps exist and/or we do not have a concrete plan to address them  3 Very few gaps exist, and we have processes in place to close the remaining gaps  4 No gaps exist |
| **Rating** (circle one)  **1 2 3 4** |

**Local Needs Assessment Element 5 Worksheet: Improving Equity and Access**

Discuss each of the following questions in light of the data collected and notes from interviews, focus groups, or other methodologies. Capture notes in the space provided.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. Which students identified as special population groups are under-represented or over-represented in CTE programs overall? In which program areas? | | | |
| **Current State** | | **Desired State** | **Evidence** |
|  | |  |  |
| 2. What barriers currently exist that prevent each special population group from participating in your programs? | | | |
| **Current State** | | **Desired State** | **Evidence** |
|  | |  |  |
| 3. How can cultural elements such as racial, ethnic, socio-economic, or geographic elements be considered and addressed when seeking out and working with learners and their families? | | | |
| **Current State** | | **Desired State** | **Evidence** |
|  | |  |  |
| 4. Are there new programs that need to be developed to ensure access in our region? | | | |
| **Current State** | | **Desired State** | **Evidence** |
|  | |  |  |
| **Element 5: Equity & Access** | **Strategies for Element 5 in Priority Order** | | |
| **Ratings:**  1 Significant gaps and/or multiple gaps exist  2 Some gaps exist and/or we do not have a concrete plan to address them  3 Very few gaps exist, and we have processes in place to close the remaining gaps  4 No gaps exist |
| **Rating** (circle one)  **1 2 3 4** |

**Local Needs Assessment Element 6 Worksheet: Recruitment, Retention and Training of CTE Educators**

Discuss each of the following questions in light of the data collected and notes from interviews, focus groups, or other methodologies. Capture notes in the space provided.

|  |  |  |
| --- | --- | --- |
| 1. What processes are in place to recruit new CTE educators? For example, what is the process to develop or recruit CTE instructors from existing staff/students? | | |
| **Current State** | **Desired State** | **Evidence** |
|  |  |  |
| 2. What strategies from the Colorado CTE Strategic Plan are you using to retain CTE educators? | | |
| **Current State** | **Desired State** | **Evidence** |
|  |  |  |
| 3. What strategies are in place to utilize instructors/educators across the region? For example, to what extent do districts share instructors to create full-time positions, where applicable? | | |
| **Current State** | **Desired State** | **Evidence** |
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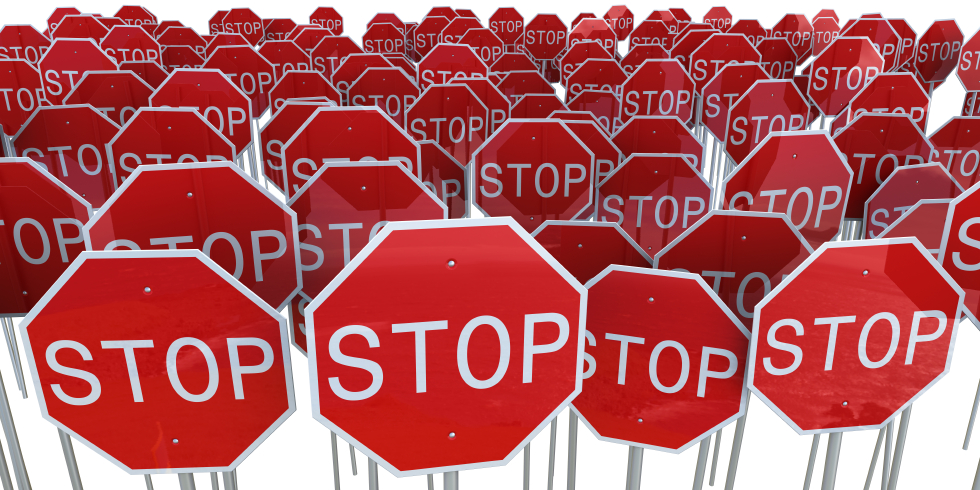
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| **Element 6: Recruitment, Retention & Training** | **Strategies for Element 6 in Priority Order** |
| **Ratings:**  1 Significant gaps and/or multiple gaps exist  2 Some gaps exist and/or we do not have a concrete plan to address them  3 Very few gaps exist, and we have processes in place to close the remaining gaps  4 No gaps exist |
| **Rating** (circle one)  **1 2 3 4** |

**Local Needs Assessment Element 7 Worksheet: Work-based Learning**

Discuss each of the following questions in light of the data collected and notes from interviews, focus groups, or other methodologies. Capture notes in the space provided.

|  |  |  |
| --- | --- | --- |
| 1. How successful are current work-based learning experiences in enhancing technical and professional, workplace readiness (PWR) skills for all learners? | | |
| **Current State** | **Desired State** | **Evidence** |
|  |  |  |
| 2. What strategies are used to recruit and retain employers to participate in work-based learning programs? What should be added? | | |
| **Current State** | **Desired State** | **Evidence** |
|  |  |  |
| 3. How are you evaluating employer satisfaction with the learners they supervise and the quality of the work-based learning experiences? | | |
| **Current State** | **Desired State** | **Evidence** |
|  |  |  |
| 4. How are school/campus-based enterprises used as a vehicle to provide work-based learning experiences? | | |
| **Current State** | **Desired State** | **Evidence** |
|  |  |  |
| 5. To what extent are work-based learning experiences intentionally connected to classroom instruction and activities and the student’s career plan? | | |
| **Current State** | **Desired State** | **Evidence** |
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| **Element 7: Work-based Learning** | **Strategies for Element 7 in Priority Order** |
| **Ratings:**  1 Significant gaps and/or multiple gaps exist  2 Some gaps exist and/or we do not have a concrete plan to address them  3 Very few gaps exist, and we have processes in place to close the remaining gaps  4 No gaps exist |
| **Rating** (circle one)  **1 2 3 4** |

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**Do not complete the orange worksheets prior to the regional meeting. These worksheets will be completed at the regional meeting.**

**Potential Stakeholder Worksheet for Regional Level**

Use this template to identify potential stakeholders to assist in the needs assessment process.

| **Role** | **Name** | | **Organization** | **Email/Contact Info** |
| --- | --- | --- | --- | --- |
| Secondary CTE Faculty |  | |  |  |
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| Secondary Career Counselors and Academic Counselors |  | |  |  |
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| Secondary Administrators |  | |  |  |
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| Secondary Instructional Support, Paraprofessionals |  | |  |  |
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| Postsecondary CTE Faculty |  |  | |  |
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| Postsecondary Administrators |  |  | |  |
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| Postsecondary Career Counseling and Advising Professionals |  |  | |  |
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| Representatives of Special Populations *Gender, race, ethnicity, migrant status, disability, economically disadvantaged, nontraditional, single parent, pregnant women, out of work individuals, English learners, homeless, foster care, active duty military parents, \*corrections* |  | |  |  |
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| Local Workforce Development Board Member |  | |  |  |
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| Regional Economic Development Member |  | |  |  |
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| Local Business & Industry Representative |  |  | |  |
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| Parents and Students |  |  | |  |
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| Representatives of Indian Tribes and Tribal Organizations |  |  | |  |
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| Youth/Adult Corrections Education Representative |  |  | |  |
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| Other Relevant Stakeholders |  |  | |  |
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**Regional Needs Assessment Element 1 Worksheet: Career Advisement & Development**

**Strategic Plan Goal**: Ensure each Colorado learner has access to ongoing career advisement & development.

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| --- |
| **Strategies from Local Worksheets (carry forward from local homework)** |
|  |
| **1. Where are the biggest gaps in performance for the strategies listed?** |
|  |
| **2. List in priority order, the strategies to be addressed on the regional level. (These results will be carried forward to the final results document.)** |
|  |
| **3. What are the potential common assets to accomplish this goal?** |
|  |
| **4. What are the potential common barriers to accomplish the goal?** |
|  |
| **5. What shared stakeholders are needed for this goal to succeed?** |
|  |

**Regional Needs Assessment Element 2 Worksheet: Evaluation of Workforce Alignment**

**Strategic Plan Goal**: Elevate the quality of CTE programs to support each learner’s skill development and meet industry needs.

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| --- |
| **Strategies from Local Worksheets (carry forward from local homework)** |
|  |
| **1. Where are the biggest gaps in performance for the strategies listed?** |
|  |
| **2. List in priority order, the strategies to be addressed on the regional level. (These results will be carried forward to the final results document.)** |
|  |
| **3. What are the potential common assets to accomplish this goal?** |
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| **4. What are the potential common barriers to accomplish the goal?** |
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| **5. What shared stakeholders are needed for this goal to succeed?** |
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**Regional Needs Assessment Program Quality including Size, Scope & Quality and**

**Element 3 Worksheet: Progress toward Implementing CTE Programs of Study**

**Strategic Plan Goal**: Elevate the quality of CTE programs to support each learner’s skill development and meet industry needs.

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| --- |
| **Strategies from Local Worksheets (carry forward from local homework)** |
|  |
| **1. Where are the biggest gaps in performance for the strategies listed?** |
|  |
| **2. List in priority order, the strategies to be addressed on the regional level. (These results will be carried forward to the final results document.)** |
|  |
| **3. What are the potential common assets to accomplish this goal?** |
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| **4. What are the potential common barriers to accomplish the goal?** |
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| **5. What shared stakeholders are needed for this goal to succeed?** |
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**Regional Needs Assessment Element 4 Worksheet: Evaluation of Student Performance**

**Strategic Plan Goal**: Elevate the quality of CTE programs to support each learner’s skill development and meet industry needs.

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| **Strategies from Local Worksheets** |
|  |
| **1. What are the potential common assets to accomplish this goal?** |
|  |
| **2. What are the potential common barriers to accomplish the goal?** |
|  |
| **3. What shared stakeholders are needed for this goal to succeed?** |
|  |
| **4. Where are the biggest gaps in performance for the strategies listed?** |
|  |
| **5. List in priority order, the strategies to be addressed on the regional level.** |
|  |

**Regional Needs Assessment Element 5 Worksheet: Improving Equity and Access**

**Strategic Plan Foundational Elements**: Create opportunities for each learner to access quality CTE programs and distribution of CTE programs throughout the state. Provide each learner with the opportunity to participate in a CTE program and decrease the gaps of CTE participation for target populations, non-traditional occupations and geographic areas.

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| **Strategies from Local Worksheets (carry forward from local homework)** |
|  |
| **1. Where are the biggest gaps in performance for the strategies listed?** |
|  |
| **2. List in priority order, the strategies to be addressed on the regional level. (These results will be carried forward to the final results document.)** |
|  |
| **3. What are the potential common assets to accomplish this goal?** |
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| **4. What are the potential common barriers to accomplish the goal?** |
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| **5. What shared stakeholders are needed for this goal to succeed?** |
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**Regional Needs Assessment Element 6 Worksheet: Recruitment, Retention and Training of CTE Educators**

**Strategic Plan Goal**: Develop and ensure a viable pipeline of CTE instructors to fill the educator position at the middle school, secondary, and postsecondary levels.

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| **Strategies from Local Worksheets (carry forward from local homework)** |
|  |
| **1. Where are the biggest gaps in performance for the strategies listed?** |
|  |
| **2. List in priority order, the strategies to be addressed on the regional level. (These results will be carried forward to the final results document.)** |
|  |
| **3. What are the potential common assets to accomplish this goal?** |
|  |
| **4. What are the potential common barriers to accomplish the goal?** |
|  |
| **5. What shared stakeholders are needed for this goal to succeed?** |
|  |

**Regional Needs Assessment Element 7 Worksheet: Work-based Learning**

**Strategic Plan Goal**: Ensure access to meaningful work-based learning opportunities for each CTE learner

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| --- |
| **Strategies from Local Worksheets (carry forward from local homework)** |
|  |
| **1. Where are the biggest gaps in performance for the strategies listed?** |
|  |
| **2. List in priority order, the strategies to be addressed on the regional level. (These results will be carried forward to the final results document.)** |
|  |
| **3. What are the potential common assets to accomplish this goal?** |
|  |
| **4. What are the potential common barriers to accomplish the goal?** |
|  |
| **5. What shared stakeholders are needed for this goal to succeed?** |
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**Needs Assessment Results Document to be completed as a result of the regional meeting. All three parts to this Document must be completed.**

**The final page must be signed off by all local education partners in the region.**

**Needs Assessment Results Document -Part 1**

Identify the priority strategies to be addressed based on the consolidation of local strategies at the regional level.

Each strategy must be categorized as Tier1, Tier 2 or Tier 3 in priority. This information should be pulled from #2 of each element of the regional worksheets. No more than three prioritized strategies per element may be carried forward to this worksheet.

|  |  |  |
| --- | --- | --- |
| **Element** | **Strategies Listed in Priority Order** | **Tier Rating (per strategy)** |
| **1: Career Advisement & Development** |  |  |
| **Element** | **Strategies Listed in Priority Order** |  |
| **2: Local Workforce Alignment** |  |  |
| **Element** | **Strategies Listed in Priority Order** |  |
| **3: Size, Scope & Quality and Progress Towards Implementing CTE Programs of Study** |  |  |
| **Element** | **Strategies Listed in Priority Order** |  |
| **4: Student Performance** |  |  |
| **Element** | **Strategies Listed in Priority Order** |  |
| **5: Progress Toward Improving Equity** |  |  |
| **Element** | **Strategies Listed in Priority Order** |  |
| **6: Recruitment, Retention and Training of Faculty and Staff** |  |  |
| **Element** | **Strategies Listed in Priority Order** |  |
| **7: Work-Based Learning** |  |  |

**Needs Assessment Results Document -Part 2**

Use this form to identify the Tier 1 strategies to be addressed on the regional level. List in priority order. These will help identify the priorities around which the local application should be developed.

|  |  |
| --- | --- |
| **Strategies to be Addressed on Regional Level, Listed in Priority Order** | **Element Addressed** |
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**Needs Assessment Results Document Signature Page – Part 3**

**We, the undersigned, agree and accept the priority strategies for our region as documented in the Needs Assessment Results Document.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Institution (Name)** | **CTE Coordinator (First/Last)** | **Signature (Actual Signature)** | **Date** |
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**Needs Assessment Required Stakeholder Verification**

This form must be completed to verify the engagement of each of the required stakeholders. Pleas indicate how the stakeholder was engaged in the Evidence of Engagement column. This could be completing a survey, attending the regional meeting, focus group, etc.

| **Require Stakeholder** | **Name of Stakeholder** | **Organization/Company Representing** | **Evidence of Engagement** |
| --- | --- | --- | --- |
| 1. Representatives of career and technical education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals |  |  |  |
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| 2. Representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators; |  |  |  |
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| 3. Representatives of the State board or local workforce development boards and a range of local or regional businesses or industries; |  |  |  |
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| 4. Parents and students |  |  |  |
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| 5. Representatives of special populations including individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals: 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 (as such term is defined in section 101(a)(4) of title 10, United States Code); and is on active duty (as such term is defined in section 101(d)(1) of such title. |  |  |  |
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| 6. Representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965) |  |  |  |
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| 7. Representatives of Indian Tribes and Tribal organizations in the State, where applicable |  |  |  |
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| 8. Any other stakeholders that the eligible agency may require the eligible recipient to consult |  |  |  |
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**Supplement Document to be completed in preparation for the interim regional meeting. This must be completed by each local education partner and by the region as a “Part 4” of the purple section that will be submitted to CCCS.**

**Regional Needs Assessment Supplement to Inform Updates: Considerations on the Region’s Needs Assessment Results from 2021**

**Goal**: Consider whether (and which) updates may be needed to the comprehensive regional needs assessment.

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| **Strategies from 2019 Regional Needs Assessment** |
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| **1. How does our spending in our Perkins grant(s) align with the priorities identified by our 2019 regional needs assessment?** |
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| **2. Where are the biggest gaps in performance for the needs identified?** |
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| **3. Expand on any infrastructure or COVID related factors that need to be considered in our regional planning for the next two years as we continue to implement our four-year strategic plans?** |
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| **4. What are the potential common assets to improve alignment for the next two years?** |
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| **5. What are the potential common barriers to accomplish the goal? What is the data NOT telling us? What other information do we need?** |
|  |
| **6. How have we relied on stakeholder feedback to inform this process? Which stakeholders have we engaged meaningfully in this work?** |
|  |
| **7. What shared stakeholders are needed for this goal to succeed?** |
|  |