

# **Local Needs Assessment 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 the discussion of the analysis of data and other evidence collected for each of the elements.

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.**

## 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			
Secondary Career Counselors and Academic Counselors			
Secondary Administrators			
Secondary Instructional Support, Paraprofessionals			
Postsecondary CTE Faculty			
Postsecondary Administrators			
Postsecondary Career Counseling and Advising Professionals			

Role	Name	Organization	Email/Contact Info
Representatives of Special Populations <i>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</i>			
Local Workforce Development Board Member			
Regional Economic Development Member			
Local Business & Industry Representative			
Parents and Students			

Role	Name	Organization	Email/Contact Info
Representatives of Indian Tribes and Tribal Organizations			
Youth/Adult Corrections Education Representative			
Other Relevant Stakeholders			

**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	<b>Richard Gekeler</b>	<b>Kit Carson School District Ag teacher /CTE</b>	<b>Attended meeting 9/11 9/12</b>
	<b>Robert Framel</b>	<b>Superintendent/ Principal</b>	<b>Attended meeting 9/11 9/12</b>
	<b>Alexis Gekeler</b>	<b>District IT / Librarian</b>	<b>Attended meeting 9/11 9/12</b>
	<b>Penny Isenbart</b>	<b>School Counselor</b>	<b>Invited and talked to about input for meeting</b>
2. Representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators;			
3. Representatives of the State board or local workforce development boards	<b>Tara Gaynor</b>	<b>Touching Harts Home</b>	<b>Attend Meeting 9/11 9/12</b>
	<b>Joel Maxcy</b>	<b>The Eastern Colorado Bank</b>	<b>Attend Meeting 9/11 9/12</b>
	<b>Doug Heins</b>	<b>Local Farmer</b>	<b>Attend meeting 9/11 9/12</b>

Require Stakeholder	Name of Stakeholder	Organization/Company Representing	Evidence of Engagement
and a range of local or regional businesses or industries;	<b>Loagnn Mitchek</b>	<b>Local Farmer</b>	<b>Attend meeting 9/11 9/12</b>
	<b>Scott Oswald</b>	<b>Local Farmer</b>	<b>Attend Meeting 9/11 9/12</b>
4. Parents and students	<b>Dara Randel</b>	<b>Parent</b>	<b>Talked to about meeting input 9/12</b>
	<b>Alexis Gekeler</b>	<b>Parent</b>	<b>Attended meeting 9/11 9/12</b>
	<b>Tara Gaynor</b>	<b>Parent</b>	<b>Attend meeting 9/11 9/12</b>
	<b>Allison Gekeler</b>	<b>Chapter President /Student</b>	<b>Talked to about meeting input 9/12</b>
	<b>Stephanie Framel</b>	<b>Chapter Reporter/ Student</b>	<b>Talked to about meeting input 9/12</b>
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.	<b>Tara Gaynor</b>	<b>Parent of child with Down Syndrome</b>	<b>Attended meeting 9/11 9/12</b>



Require Stakeholder	Name of Stakeholder	Organization/Company Representing	Evidence of Engagement
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)			
7. Representatives of Indian Tribes and Tribal organizations in the State, where applicable			
8. Any other stakeholders that the eligible agency may require the eligible recipient to consult			

### 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
Experienced instructor has had PD supporting this work. Assists students in developing ICAPs and attends career and college fair with students. Integrates meaningful career conversations into classroom discussions.	Would like to continue to add to the skill set and career choice activities and enhance activities currently in place.	List of PD attended by teacher ICAP products and notes in lesson plans College fair attendance and reflections Career fair attendance and reflections FFA and FBLA events include tours for both teachers and students
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
Some opportunities are offered. Mostly college fair and college visits to school	Would like to add several college field trip opportunities per year.	State Convention NJC Wind Energy Construction LCC Career Fair 21 <sup>st</sup> Century Visit
3. To what extent are CTE instructors collaborating with counseling/career advisement professionals?		
Current State	Desired State	Evidence
All staff collaborate as counseling/career advisement professionals.	Would like 1 hour a week for career and college support with the counselor or CTE instructor	ICAPS AET interest portfolio Once every two weeks CTE instructor integrates career into the classroom curriculum

<p><b>Element 1: Career Advisement &amp; Development</b></p> <p><b>Ratings:</b></p> <ol style="list-style-type: none"> <li>1 Significant gaps and/or multiple gaps exist</li> <li>2 Some gaps exist and/or we do not have a concrete plan to address them</li> <li>3 Very few gaps exist, and we have processes in place to close the remaining gaps</li> <li>4 No gaps exist</li> </ol>
<p><b>Rating (circle one)</b></p> <p>1    2    <b>3</b>    4</p>

<p><b>Strategies for Element 1 in Priority Order</b></p> <p><b>231</b></p> <ol style="list-style-type: none"> <li>1. <b>Have days off so that students can have career and college field trip opportunities. (2)</b></li> <li>2. <b>Time for students to be able to work with counselor and CTE instructors for college and career support. (3)</b></li> <li>3. <b>Continue to allow skill sets and career choice activities. (1)</b></li> </ol>
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### 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
Our CTE programs prepare our Ag students for multiple employment opportunities including farming, ag sales, precision ag and crop consulting, equipment operators, horticulture and cow-calf operations. The Computer Science programs prepare students in understanding computer software (Microsoft and Google apps) while accounting principles for both personal finance and business applications are taught through school electives. There have been some recent technologies introduced through Perkins PD and a recent Computer Science Ed grant.	Would like to provide more exposure to careers in precision agriculture. Would like to expose students to addition technology resources and with skills to focus on agriculture and surrounding areas. PD to support continued updates in technology and integrating concepts into current offerings.	Lesson plans, field trips, student motivation and requests for current technology activities. PD attendance for technology topics
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
Students mastering traditional program skills	Consider new technologies to enhance current success in program	Performance Metrics Data Technical Skill attainment data Student Surveys

<b>Element 2: Workforce Alignment</b>	<b>Strategies for Element 2 in Priority Order</b>
<b>Ratings:</b> 1 Significant gaps and/or multiple gaps exist	
	<b>21</b>

- 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**

- 1. Continue with learning newer technologies in the classroom and in the field. (2)**
- 2. Continue professional development in new technologies and integrating them into current offerings. (1)**

**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
Active Ag Advisory, Administration Maintain communication/contact with higher education in our service area to keep up with standards of expectations for entrance to programs.	Enhancing students' skills and qualification to succeed at a degree or certificate program. Continue to enrich the ag advisory and community contributions to the CTE program.	Graduation Rate Post-Secondary Acceptance/Attendance Meeting Attendance Advisory Minutes
2. Which programs have current industry standard equipment, appropriate classroom and laboratory space, and quality instructional materials?		
Current State	Desired State	Evidence
The ag program is about 70% adequate industry standard equipment. The classroom lacks in space, but the laboratory space is adequate The ag program is above average in quality instructional materials	To have industry standard equipment at 100% Will have adequate classroom space and maintain quality instructional materials.	State Standards for the program Purchasing modern equipment to meet industry standards.
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
Ag Mechanics Animal Science Currently have a rigorous program of study to enhance workforce readiness skills	Increase the program of studies offered through the school. Working with industry and business professionals to understand current expectations.	List of program offerings on the program approval at the state office. Documentation

Element 3: Program Quality	<b>Strategies for Element 3 in Priority Order</b>
Ratings:	

<p>1 Significant gaps and/or multiple gaps exist</p> <p>2 Some gaps exist and/or we do not have a concrete plan to address them</p> <p>3 Very few gaps exist, and we have processes in place to close the remaining gaps</p> <p>4 No gaps exist</p>	<p><b>132</b></p> <ol style="list-style-type: none"> <li><b>1. Enrollment in higher education by incorporating new strategies into the program. (1)</b></li> <li><b>2. Promote more CTE programs to provide more Opportunities' for employment. (3)</b></li> <li><b>3. Add more industry standard equipment to allow for student learning on new and up to date equipment. (2)</b></li> </ol>
<p><b>Rating (circle one)</b></p> <p><b>1   2   3   4</b></p>	

### 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
Due to the nature of CTE classes and scheduling very few gaps exist between subgroups of students identified in Perkins performance indicators.	<p>To have more formalized data around subgroups and CTE classes.</p> <p>Continue to address barriers that might exist around socioeconomics to ensure student participation.</p>	Student schedules and class rosters.

Element 4: Student Performance	Strategies for Element 4 in Priority Order
<p><b>Ratings:</b></p> <p>1 Significant gaps and/or multiple gaps exist</p> <p>2 Some gaps exist and/or we do not have a concrete plan to address them</p> <p>3 Very few gaps exist, and we have processes in place to close the remaining gaps</p> <p>4 No gaps exist</p> <p><b>Rating (circle one)</b></p> <p>1   2   <b>3</b>   4</p>	<p><b>1. Ongoing monitoring of student course loads in relation to CTE programs, specifically subgroups.</b></p>



### 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
Data supports that there are not gaps within the special population.	If any population gaps become evident, they will be addressed at that time.	Pupil membership and ethnicity and minority data from the state
2. What barriers currently exist that prevent each special population group from participating in your programs?		
Current State	Desired State	Evidence
Lack of special population groups in the school district.	If special population groups move into the district they will be encouraged to participate.	Data supported by Pupil Membership and ethnicity and minority data.
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
Currently have a translator available Transportation and project pickup are available for member's needs.	Identify needs	Beginning of the year paperwork.
4. Are there new programs that need to be developed to ensure access in our region?		
Current State	Desired State	Evidence
Teacher Cadet Program in development.	Implement Teacher Cadet Program in the next year.	Teacher Cadet program has been approved.
<b>Element 5: Equity &amp; Access Ratings:</b> 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	<b>Strategies for Element 5 in Priority Order</b>  <b>4321</b> 1. To improve CTE course offered and to continue current courses with support from the district and local boards. (4) 2. Improve the response on beginning year paperwork completion. (3) 3. Continue to encourage groups to participate and support their needs in the CTE programs. (2) 4. Continue to monitor groups for gaps. (1)	

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
Recruiting internally and promoting CTE teacher instruction.	Students are majoring in CTE areas.	Number of students becoming teachers.
2. What strategies from the Colorado CTE Strategic Plan are you using to retain CTE educators?		
Current State	Desired State	Evidence
Alignment efforts, equipped with the skills, have access, provide opportunities and continue to build relationships with advisors.	To continue with high expectations of the teaching professionals in the district.	SCAP, Stratton Conference, Mid-winter, Summer conference, and teachers that stay in the profession.
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
Currently we have a fulltime position	Keep a fulltime position	Teacher contract

<b>Element 6: Recruitment, Retention &amp; Training</b> <b>Ratings:</b> 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	<b>Strategies for Element 6 in Priority Order</b>  <b>312</b> 1. <b>Keep the importance for a full-time instructor in the programs showed by the local advisory boards. (3)</b> 2. <b>Keep informing student about future needs for teaching in the CTE areas across the state and National (1)</b> 3. <b>Continue to support the high level of teacher knowledge though professional development. (2)</b>
<b>Rating (circle one)</b>	



### 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
Have student involved in construction, plant science, animal science, metal fabrication	Incorporate more technology-based systems and entrepreneurial skills.	Teacher reports in AET
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
Students seek employment throughout the community.	Job Board	Student survey
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
Employer Communication, and employment retention.	Educate employers that they can access student AET to give an evaluation.	Student AET account log.
4. How are school/campus-based enterprises used as a vehicle to provide work-based learning experiences?		
Current State	Desired State	Evidence
Community Projects, by collaboration of teams.	Have a more efficient process between students and community members.	Completed projects
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
Leadership skills gained through their SAEs and PWR skills in the classroom and activities will help them in the development of their future career path.	Continue to provide the base skills.	Curriculum, community outreach/input

<b>Element 7: Work-based Learning Ratings:</b> 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	<b>Strategies for Element 7 in Priority Order</b>  <b>42531</b>  <ol style="list-style-type: none"> <li><b>Develop a local informational job board to inform students and community work opportunities. (4&amp;2)</b></li> <li><b>Continue to promote SAE and PWR skills for the growing industry needs along with building relationships with those industry leaders. (5)</b></li> </ol>
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Rating (circle one)  
1 2 3 4

3. Improve the collaboration with the use of technology between the students and their employer with the AET program for evaluating student grow and productivity. (3&1)