

NM CTE

Needs Assessment

Templates



Introduction

Use the following templates in conjunction with the *NM CTE Needs Assessment Guidebook* to prepare for the 2020 NM CTE regional meetings. These meetings will bring together not only site-based CTE leaders (school district and two-year college), but also the economic, workforce, and other regional stakeholders who are invested in the success of CTE programs. These templates will help site-based CTE leaders coordinate with local and regional partners and focus the regional discussion, analysis of data, and review of other evidence collected for each of the federally required CTE elements of a comprehensive local needs assessment.

Templates Provided:

Part I Local templates completed prior to regional CTE meetings

- A. **Potential Partners** – Identify local individuals who may represent the required stakeholders to engage in the comprehensive needs assessment process. For secondary LEAs this should include members of the Equity Council.
- B. **Local Needs Assessment** - This template is provided for each of the elements to summarize the findings of the assessment process. **These templates should be completed by each local partner and provided to the regional meeting facilitator in advance of the regional meeting.**

Part II Regional templates completed during and after the regional CTE meetings

- C. **Regional Needs Assessment** - A template is provided for each of the elements to summarize the findings of the assessment process. **The first of these worksheets will be completed at the regional meeting** with the remaining completed shortly thereafter. The Regional Needs Assessment must be submitted to NMPED as documentation of the comprehensive needs assessment process.
- D. **Needs Assessment Results Documents** - These documents summarize the priorities established as a result of the comprehensive needs assessment process and should be **completed at the regional level**. Parts 1 and 2 must be submitted as evidence of the comprehensive needs assessment process.
- E. **Needs Assessment Results Signature Page** - This page must be signed by each participating local education partner and the Consortia Lead of the regional needs assessment process.
- F. **Needs Assessment Stakeholder Verification** - This template is completed to verify that all of the required stakeholders were engaged in the regional needs assessment process.

Part I The following templates are for site-based CTE partners (district/college) to complete prior to the regional CTE meeting.

- A. **Potential Partners** – Site-based CTE leaders (district/college) use this template to identify individuals who may represent the required stakeholders to engage in the comprehensive needs assessment process. These potential partners are either currently engaged in, or they may be interested in engaging in the success of CTE programs. For secondary LEAs this may include members of the Equity Council. Think of this resource as your local directory.

- B. **Local Needs Assessment** – Site-based CTE leaders use this template to coordinate a review and to document the current status for each of the essential elements required in the needs assessment. This summary is a cornerstone of the needs assessment process and supports conversations at the regional level. **These templates should be completed by the site-based CTE leaders and provided to the regional meeting facilitator in advance of the regional CTE meetings.** The template includes an overall rating section for each element and an area for potential strategies to improve the current state.

A. Potential Partners Use this template to identify and organize local potential stakeholders to assist in the needs assessment process at the local level (reference required stakeholders in the *NM CTE Needs Assessment Guidebook*).

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			
Equity Council members (secondary) or other representatives of Special Populations (please indicate): <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			
Representatives of Indian Tribes and Tribal Organizations			
Youth/Adult Corrections Education Representative			
Other Relevant Stakeholders			

B. Local Needs Assessment

Element 1: Priority Alignment Evaluation

Discuss each of the following questions in light of information collected and with notes from interviews, focus groups, or other methodologies. Capture notes in the expandable spaces 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. What are 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

Element 2: Priority Alignment 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	Strategies for Element 1 in Priority Order
Rating (circle one) 1 2 3 4	

Element 2: Program Size, Scope, Quality Evaluation

Discuss each of the following questions in light of Labor Market Information and notes from interviews, focus groups, or other methodologies. Capture notes in the expandable space provided. New Mexico's definition of size, scope and quality can be found in the *CTE Needs Assessment Guidebook*.

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 workforce readiness skills at every learner level? (Including dual credit opportunities)		
Current State	Desired State	Evidence

Element 3: Program Quality	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	

Element 3: Student Performance Evaluation

Discuss the following question in light of the data collected and notes from interviews, focus groups, or other methodologies for CTE programs that have been previously funded with Carl D. Perkins federal dollars. Capture notes in the expandable space provided.

1. Where do the biggest gaps in Perkins performance indicators exist between subgroups (including special populations) of students and programs areas?

Current State	Desired State	Evidence

Element 4: Student Performance	Strategies for Element 3 in Priority Order
<p>Ratings:</p> <ol style="list-style-type: none"> 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 <p>Rating (circle one)</p> <p>1 2 3 4</p>	

Element 4: Access & Equity Evaluation

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 expandable 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 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	Strategies for Element 4 in Priority Order	

Element 5: Educator Training, Recruitment, and Retention Evaluation

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 expandable space provided.

1. Describe the professional development plan for CTE program-related teachers, faculty, specialized instructional support personnel, paraprofessionals, career guidance and academic counselors.		
Current State	Desired State	Evidence
2. 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
3. What strategies are you using to retain CTE educators?		
Current State	Desired State	Evidence

<p>Element 6: PD, Recruitment, & Retention</p> <p>Ratings:</p> <ol style="list-style-type: none"> 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 <p>Rating (circle one)</p> <p style="text-align: center;">1 2 3 4</p>	<p>Strategies for Element 5 in Priority Order</p>
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Element 6: Program Implementation and Completion

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 expandable space provided.

1. To what degree were all proposed CTE programs of study fully implemented over the last five grant years?		
Current State	Desired State	Evidence
2. Describe student completion rates of implemented CTE programs (through the capstone level at the secondary level).		
Current State	Desired State	Evidence

<p>Element 4: Student Performance</p> <p>Ratings:</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>Rating (circle one)</p> <p>1 2 3 4</p>	<p>Strategies for Element 6 in Priority Order</p>
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Part II. Site-based leaders do not complete the following templates prior to the regional CTE meeting. This section will be completed in consultation with your regional partners.

- C. **Regional Needs Assessment** – This section has both a Potential Stakeholders section and the Regional Needs Assessment. A template is provided for each of the required elements to summarize the findings of the assessment process on a regional level and next steps will be determined at the meeting. **The first element of the Regional Needs Assessment, Priority Alignment, will be completed at the regional CTE meeting.** The Regional Needs Assessment must be submitted to NMPED as documentation of the comprehensive needs assessment process.
- D. **Needs Assessment Results Documents (Part 1 and 2)** – Site-based CTE leaders use these documents to summarize the priorities established as a result of the comprehensive needs assessment process. This should be **completed in consultation with partners at the regional level.** This must be submitted as documentation of the comprehensive needs assessment process.
- E. **Needs Assessment Results Signature Page** – Each local education partner and the Consortia Lead will sign this page indicating commitment to the priority strategies for the region.
- F. **Needs Assessment Stakeholder Verification** – Regional site-based CTE partners collaboratively use this form to verify that all of the required stakeholders were engaged in the regional needs assessment process.

C. Potential Stakeholders (Regional Level) Use this template to identify potential stakeholders to assist in the needs assessment process, especially if there were any required stakeholder gaps identified from the local levels.

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			

Role	Name	Organization	Email/Contact Info
Postsecondary Career Counseling and Advising Professionals			
Equity Council members (secondary) or other 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			

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

Regional Needs Assessment

Element 1: Priority Alignment

Vision/Goals:

Priority Industry Sectors for this CTE Region
1. Which programs (education, workforce, economic, community) are potential shared assets for priority alignment?
2. What are the potential challenges to accomplishing the alignment goal?
3. What shared commitments will stakeholders make for this goal to succeed?
4. Identify regional level strategies that support CTE program alignment with priority industry sectors.
5. Priority programs that all local partners will work to address for this two-year CTE cycle:

CTE DIRECTORS COMPLETE IN CONSULTATION W/CONSORTIA LEAD & PARTNERS AFTER REGIONAL MEETINGS

Regional Needs Assessment

Element 2: Program Size, Scope, and Quality

Vision/Goals:

Potential Strategies from Local Worksheets (carry forward from LNA Element Template)
1. Biggest gaps in performance for the strategies listed?
2. Assets to use or build upon that accomplish this goal in the next two years?
3. Potential barriers to overcome in the next two-four years to accomplish the goal?
4. Shared stakeholders you will engage for this goal to succeed?
5. List in priority order, the strategies to be addressed on the regional level.
6. Specific programs of study to pursue for this two-year CTE cycle.

CTE DIRECTORS COMPLETE IN CONSULTATION W/CONSORTIA LEAD & PARTNERS AFTER REGIONAL MEETINGS

Regional Needs Assessment

Element 3: Student Performance

Vision/Goals:

Potential Strategies from Local Worksheets (carry forward from LNA Element Template)
1. Where are your biggest gaps in performance for the strategies listed?
2. What assets will you use or build upon to accomplish this goal in the next two years?
3. What are potential barriers that need to be overcome in the next two-four years to accomplish the goal?
4. What shared stakeholders will you engage for this goal to succeed?
5. List in priority order, the strategies to be addressed on the regional level.
6. Specific target performance area(s) to address for this two-year CTE cycle (measurable).

CTE DIRECTORS COMPLETE IN CONSULTATION W/CONSORTIA LEAD & PARTNERS AFTER REGIONAL MEETINGS

Regional Needs Assessment

Element 4: Improving Student Access & Equity

Vision/Goals:

Potential Strategies from Local Worksheets (carry forward from LNA Element Template)
1. Where are the biggest gaps in performance for the strategies listed?
2. What assets will you use or build upon to accomplish this goal in the next two years?
3. What are potential barriers that need to be overcome in the next two-four years to accomplish the goal?
4. What shared stakeholders will you engage for this goal to succeed?
5. List in priority order, the strategies to be addressed on the regional level.
6. Specific subgroup(s) to focus upon for this two-year CTE-cycle.

CTE DIRECTORS COMPLETE IN CONSULTATION W/CONSORTIA LEAD & PARTNERS AFTER REGIONAL MEETINGS

Regional Needs Assessment

Element 5: Educator Training, Recruitment, & Retention

Vision/Goals:

Potential Strategies from Local Worksheets (carry forward from LNA Element Template)
1. Where are the biggest gaps in performance for the strategies listed?
2. What assets will you use or build upon to accomplish this goal in the next two years?
3. What are potential barriers that need to be overcome in the next two-four years to accomplish the goal?
4. What shared stakeholders will you engage for this goal to succeed?
5. List in priority order, the strategies to be addressed on the regional level.
6. Specific educator professional development plan for this two-year CTE-cycle.

CTE DIRECTORS COMPLETE IN CONSULTATION W/CONSORTIA LEAD & PARTNERS AFTER REGIONAL MEETINGS

Regional Needs Assessment

Element 6: Program Implementation & Student Completion

Vision/Goals:

Potential Strategies from Local Worksheets (carry forward from LNA Element Template)
1. Where are the biggest gaps in performance for the strategies listed?
2. What assets will you use or build upon to accomplish this goal in the next two years?
3. What are potential barriers that need to be overcome in the next two-four years to accomplish the goal?
4. What shared stakeholders will you engage for this goal to succeed?
5. List in priority order, the strategies to be addressed on the regional level.
6. Specific goals for program implementation and student completion of program (counts).

Needs Assessment Results

Documents are completed as a result of the regional meeting.

The final page must be signed by all participating local education partners in the CTE region.

D. Needs Assessment Results Document - Part 1

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

Categorize each strategy as Tier 1, Tier 2, or Tier 3 in priority. Then pull from questions #5/6 of each element in the Regional Needs Assessment. No more than three prioritized strategies per element may be carried forward to this worksheet.

Regional Vision Statement and Priority Industries:		
Element	Strategies Listed in Priority Order	Accountability Measures
1. Priority Alignment		
Element	Strategies Listed in Priority Order	Accountability Measures
2. Program Size, Scope & Quality		
Element	Strategies Listed in Priority Order	Accountability Measures
3. Student Performance		
Element	Strategies Listed in Priority Order	Accountability Measures
4. Improving Access & Equity		
Element	Strategies Listed in Priority Order	Accountability Measures
5. Educator Training, Recruitment, and Retention		
Element	Strategies Listed in Priority Order	Accountability Measures
6. Program Implementation, & Student Completion		

F. Needs Assessment Stakeholder Verification

Verify the engagement of each of the required stakeholders and indicate how the stakeholder was engaged in the Evidence of Engagement column. This could be through completing a survey, attending the regional meeting, focus group, etc.

Required 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			
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 and a range of local or regional businesses or industries;			

Required Stakeholder	Name of Stakeholder	Organization/Company Representing	Evidence of Engagement
4. Parents and students			
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.			
6. Representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in			

Required Stakeholder	Name of Stakeholder	Organization/Company Representing	Evidence of Engagement
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			