The table below shows the relationship between the required element for the Perkins Needs Assessment and where the questions related to those elements are located in the Integrated Needs Assessment Resource Document.

| Perkins  Sec 134(C)(2)  (p.201 blue book) | Integrated Needs Assessment  (Resource) | | |
| --- | --- | --- | --- |
| Requirement | Page | IG Outcome | Question |
| 1. Evaluate performance of students served, by subpopulations with respect to Perkins performance | 8  9 | Well-Rounded Education  Strengthened Systems and Capacity | How are students in each CTE Program performing on federal accountability indicators?  How are students from focal student groups performing in each CTE program?  Where do the biggest gaps in performance exist between groups of students? Why might these gaps exist?  Which CTE Programs have the highest outcomes and which has the lowest? What are the potential barriers?  \*\*What systems are in place to monitor student outcomes and identify students who may be at risk of academic failure? |
| 1. i) How CTE POS are of sufficient size, scope and quality | 8 | Well-Rounded Education | Many questions in the resource address size, scope and quality in pieces…  \*\*Describe how students’ academic and technical skills will be improved through integrated, coherent, rigorous, challenging and relevant learning in subjects that constitute a well-rounded education, including opportunities to earn postsecondary credit while in high school? |
| (ii) Aligned to industry sectors or occupations or designed to meet local ed/econ need | 8 | Well-Rounded Education | Using the High Quality Program of Study Rubric, which programs are meeting current or future labor market demand in high demand, high skill, high wage occupations? |
| 1. Progress toward implementation of CTE POS/Programs | 7  8  9 | Engaged Community  Well-Rounded Education  Strengthened Systems and Capacity | Do all students have the opportunity to participate in career related learning experiences that are aligned to their goals?  What opportunities could your regions provide to have a broad range of students, youth, and adults participate in Career Connected Learning activities, especially work-based learning?  How well does your school, institution, or region provide training, information, and support to educators, counselors, families, administrators and/or volunteers about and around CTE as an opportunity for students to envision career options and start along a career path?  How is Career Connected Learning incorporated into your district’s approach to a well-rounded education?  What progress has been made toward implementation of CTE programs and Programs of Study?  What opportunities exist for students to earn postsecondary credit while in high school?  \*\*Describe any new CTE Programs of Study to be developed.  How are you systematically partnering with students and families in grades 9-12 to discuss transcripts, graduation requirements, and the student’s educational and career goals?  Looking at demographic data related to advance course enrollment (dual credit and advanced courses), what systems need to be put in place to ensure equitable participation, retention, and success rates in those classes? |
| 1. Improve recruitment, retention and training of CTE educators, including underrepresented | 9 | Strengthened Systems and Capacity | What factors influence recruitment, retention and training of educators and counselors? What groups are underrepresented in teaching, support, counseling and leadership?  \*\*How do you recruit, onboard, mentor and develop quality educators and leaders? How are you recruiting and retaining educators and leaders representative of student focal groups?  \*\*How will you coordinate with ODE in the recruitment, retention, and training of CTE educators, including groups underrepresented in the profession? |
| 1. Progress toward implementation of equal access to high quality CTE courses and programs | 6  9 | Equity Advanced  Strengthened Systems and Capacity | What barriers currently exist that prevent certain focal student groups from accessing programs?  What adaptations and supportive services would help ensure access and equity for students within programs?  Which focal student groups are underrepresented in CTE POS and CTE Student Leadership Organization?  \*\*Which focal student groups are underrepresented in your advanced CTE Courses, career pathways and programs offering college credit?  \*\*What are the overall strengths and needs in terms of equity and access? |
| i) Overcome barriers | 9  6 | Strengthened Systems and Capacity  Equity Advanced | Are there barriers that prevent students from accessing academic supports?  What policies are in place that remove prerequisite barriers? (need to tweak)  What barriers currently exist that prevent certain focal student groups from accessing programs? |
| ii) Programs designed to enable special pops to meet local performance levels | 9 | Strengthened Systems and Capacity | Are there systems in place to provide academic supports to students that are at risk of not graduating on time? |
| iii) Activities to prepare special pops for high-skill, wage and demand industries, in integrated settings that competitive, integrated settings that will lead to self-sufficiency | 6 | Equity Advanced | What adaptations and supportive services would help ensure access and equity for students within programs? |