



RIDE Rhode Island
Department
of Education

Perkins V Comprehensive Local Needs Assessment Scoring Rubric

As of May 8, 2020 – Subject to change



SCORING RUBRIC

The purpose of the Comprehensive Local Needs Assessment (Needs Assessment) is to align planning, spending, and accountability activities under Perkins V to support high-quality CTE programs. As part of the Rhode Island CTE program approval process, applicants must first submit a Needs Assessment to inform the local application.

The Office of College & Career Readiness developed this rubric to support the field in the successful completion of the Needs Assessment.



Section 1: Student Performance (12 possible points)

Criteria	3 points	2 points	1 point
Stakeholder Engagement	Cite specific feedback from 4 or more groups ¹ of stakeholders.	Cite specific feedback from 3 groups of stakeholders.	Cite specific feedback from 2 or fewer groups of stakeholders.
Data Analysis, Part 1: RI Report Card & CTE Standards	Credentialed CTE Concentrator patterns are cited, including for 3 or more subgroups.	Credentialed CTE Concentrator patterns are cited, including for 1-2 subgroups.	Credentialed CTE Concentrator patterns are cited, but no mention of subgroup data is provided.
Data Analysis, Part 2: Local CTE Performance	Student performance analysis conducted, citing advanced coursework patterns and by demographic data.	Student performance analysis conducted, citing advanced coursework patterns data or by demographic data.	Student performance analysis conducted at a high level with little to no specific data cited.
Root Cause Analysis	Analysis shared citing 3 or more trends/insights from current CTE program performance.	Analysis shared citing 2 trends/insights from current CTE program performance.	Analysis shared citing 1 or no trends/insights from current CTE program performance.

Total Points Awarded: ____/12

¹ The Needs Assessment should be developed in partnership with a **diverse group of stakeholders**. The law specifies that, at a minimum, the following stakeholders should be included:

1. CTE program representatives at the secondary and postsecondary levels, including teachers, faculty, administrators, career guidance and advisement professionals, and other staff
2. State or local workforce development board representatives
3. Representatives from a range of local businesses and industries
4. Parents and students
5. Representatives of special populations



Section 2: Labor Market Alignment (9 possible points)

Criteria	3 points	2 points	1 point
Stakeholder Engagement	Cite specific feedback from 4 or more groups of stakeholders, including industry partners.	Cite specific feedback from 3 groups of stakeholders.	Cite specific feedback from 2 or fewer groups of stakeholders.
Use of Rhode Island Labor Market Data & RI Commerce report (pages 35-61)	5 or more trends in program graduates/participants are cited in responses as well as the identification of the highest projected growth areas with corresponding occupations.	3-4 trends in program graduates/participants are cited in responses as well as the identification of the highest projected growth areas with corresponding occupations.	High level or outdated market data cited with little to no future-facing industry data examined.
Alignment Analysis	3-4 insights are cited, either those related to successes in service the local labor market or areas of concern to be addressed.	2 insights are cited, either those related to successes in service the local labor market or areas of concern to be addressed.	Insights are not specific to local labor market and do not demonstrate a reflection of current programs.

Total Points Awarded: ____/9



Section 3: Student Access & Participation (9 possible points)

Criteria	3 points	2 points	1 point
Stakeholder Engagement	Cite specific feedback from 4 or more groups of stakeholders.	Cite specific feedback from 3 groups of stakeholders.	Cite specific feedback from 2 or fewer groups of stakeholders.
Use of Local Enrollment Data ² & LEA Individualized Learning Success Plan	5 or more data points cited regarding current program recruitment, application and enrollment data, including differences between programs; examination of the LEA Success Plan as a tool for CTE participation is also cited.	3-4 data points cited regarding current program recruitment, application and enrollment; little to no mention of differences between programs.	2 or fewer data points cited; aggregate trends examined.
Root Cause Analysis	Analysis cites 3 or more trends/insights from current CTE enrollment data.	Analysis cites 2 trends/insights from current CTE enrollment data.	Analysis cites 1 or no trends/insights from current CTE enrollment data.

Total Points Awarded: ____/9

² If no current programs exist to examine, analysis of LEA secondary enrollment data can be substituted, and participant projections included.



Section 4: Program Scope & Alignment (12 possible points)

Criteria	3 points	2 points	1 point
Stakeholder Engagement	Cite specific feedback from 4 or more groups of stakeholders.	Cite specific feedback from 3 groups of stakeholders.	Cite specific feedback from 2 or fewer groups of stakeholders.
Use of Data, Part 1: CTE Board Standards	5 or more data points cited from current CTE programs indicating alignment (or lack of) to standards.	3-4 data points cited from current CTE programs indicating alignment (or lack of alignment) to standards.	2 or fewer data points cited from current CTE programs indicating alignment (or lack of) to standards.
Use of Data, Part 2: Governor's Workforce board Guidance	Complete list of current WBL activities offered included.	Partial list of current WBL activities offered included.	High level insight shared (e.g. <i>We offer apprenticeships in all our programs</i>).
Alignment Analysis	3-4 insights are cited, either patterns of success or concern, with a focus on current scope's ability to support all students.	2 insights are cited, either patterns of success or concern, with a focus on current scope's ability to support all students.	Insights are not specific to local labor market and do not demonstrate a reflection of current programs.

Total Points Awarded: ____/12



Section 5: Educator Recruitment, Retention & Training (9 possible points)

Criteria	3 points	2 points	1 point
Stakeholder Engagement	Cite specific feedback from 4 or more groups of stakeholders.	Cite specific feedback from 3 groups of stakeholders.	Cite specific feedback from two or fewer groups of stakeholders.
Use of Data: CTE Certification Requirements	5 data points cited regarding current educators, including citing current recruitment and hiring practices for highly qualified educators and correlations with student success.	3-4 data points cited regarding current educators, including citing current recruitment and hiring practices for highly qualified educators.	2 or fewer data points cited; aggregate trends examined.
Root Cause Analysis	3-4 insights are cited, pointing to the successes and challenges for the LEA to currently recruit and support CTE educators.	1-2 insights are cited, pointing to either the successes or the challenges for the LEA to currently recruit and support CTE educators.	Insights are not specific to local teaches or demonstrate a reflection of current recruitment and training for educators.

Total Points Awarded: ____/9



Section 6: Conclusions (One-pager) (16 possible points)

	3-4 points	2 points	1 point
Section Summaries	All 5 summaries share conclusions anchored in stakeholder feedback and data.	3-4 summaries share conclusions anchored in stakeholder feedback and data.	2 or fewer summaries share conclusions anchored in stakeholder feedback and data.
Vision	Vision is aligned to insights presented in all 5 Section Summaries.	Vision is aligned to insights presented in 3-4 Section Summaries.	Vision is aligned to insights presented in 2 or fewer Section Summaries.
Strategies	3-5 key levers/strategies presented. <i>All</i> are aligned to the vision and will facilitate the achievement of the identified SMART goals.	2 key levers/strategies presented. <i>All</i> are aligned to the vision and will facilitate the achievement of the identified SMART goals.	0-1 key levers/strategies presented. <i>All</i> are aligned to the vision and will facilitate the achievement of the identified SMART goals.
SMART goals	3-5 identified goals with all five “SMART” characteristics provided (see below)	2 identified goals with all five characteristics provided (see below)	0-1 identified goals with all five characteristics provided (see below)
<p><u>SMART Goal Example:</u> <i>We will launch 3 new CTE programs aligned to high wage, high demand sectors to replace 3 CTE programs we will retire. All three programs will be 80% capacity or more within two years.</i></p>			
<i>Specific: Clearly defined</i>	<i>Both the number of programs and program capacity are clearly defined in the example above.</i>		
<i>Measurable: Quantifiable so it can have measures for success</i>	<i>Both the number of programs and capacity can both be measured in the example above.</i>		
<i>Achievable: Can it be completed within the next two years?</i>	<i>The example above cites program launch within two years. This is achievable if programs are approved in the first year.</i>		



<i>Relevant: Is it within the LEAs locus of control?</i>	<i>In the example above, program development aligned to high wage, high demand fields and meeting approval deadlines are all locally controlled.</i>
<i>Time-Bound: By when will the goal be met?</i>	In the example above, it is bound by two years or less (i.e. the duration of the Needs Assessment)



**Perkins V:
Comprehensive
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Section 6 Conclusions:
One-Pager SMART goals

