## Comprehensive Local Needs Assessment Results Sample Template

### Student Performance

<table>
<thead>
<tr>
<th>Target Area</th>
<th>Data Referenced</th>
<th>Stakeholders Consulted and method of engagement for each group</th>
<th>Findings</th>
<th>Goal Statement (what is needed to fill gap(s))</th>
<th>Short Term (1yr.) Objectives</th>
<th>Long Term (2yr.) Objectives</th>
<th>Indicate if you will be using Perkins funds to meet the goals and objectives</th>
<th>Evaluation Measures (evidence of success)</th>
</tr>
</thead>
</table>
| **Student Performance** | District Profiles for Performance indicators School Report Cards Standardized test scores (ACT) | Meeting (in person)  - Mickey Mouse (science teacher);  - Minnie Moe (math teacher)  - Suzie Qu (CTE teacher);  - Sonny Ray (student)  - Mike Davis (student)  - Larry Quicken (parent)  - Mary Quitecontrary (parent)  - Webster Main (PTO president)  - Lucy Loo (DVR)  - Annie Gunn (CEO ABC Co)  - Sam Muffet (Supervisor, hospital clinic) | Special population students become completers at a much lower rate than other students. This is likely due to lack of formal supports designed to meet their needs to successfully complete coursework and certification.  
Low achievement in math by CTE Concentrators mirrors overall low student performance in math 11th graders taking the ACT.  
Effective, programming specifically designed to support English Language learners and economically disadvantaged students in CTE and academic course work and hands on experiences.  
Additional focus on curriculum and effective instruction in Creating Equations and Reasoning with Equations and Inequalities. | Develop mentoring program fall 2020 for SP participating in CTE  
Increase WBL opportunities  
- Evaluation of district math curriculum with identification of math connections in CTE courses.  
- Math and CTE attend PD to help with curriculum development. | CTE and Math department collaboration on updating curriculum accordingly.  
Implement new curriculum and instructional strategies. | X | By 2022 we will see an:  
- increased # of SP concentrators by 2%  
- Increased # of NTO enrollment by 2%  
- Increased # of certificates completed by 3%  
- Increase by 2% the number of concentrators that are ACT math proficient or advanced. |

### Recruitment, Retention and Training of Educators

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<th>Stakeholders Consulted and method of engagement for each group</th>
<th>Findings</th>
<th>Goal Statement (what is needed to fill gap(s))</th>
<th>Short Term (1yr.) Goals and Activities</th>
<th>Long Term (2yr.) Goals and Activities</th>
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### Equity and Access

<table>
<thead>
<tr>
<th>Target Area</th>
<th>Data Referenced (provide your data resource)</th>
<th>Stakeholders consulted (name, stakeholder group) and method of engagement for each stakeholder group</th>
<th>Findings</th>
<th>Goal Statement (what is needed to fill gap(s))</th>
<th>Short Term (1yr.) Goals and Activities</th>
<th>Long Term (2yr.) Goals and Activities</th>
<th>Indicate if you will be using Perkins funds to meet the goals and objectives</th>
<th>Describe the evaluation measures that will be utilized to evaluate outcomes.</th>
</tr>
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<tbody>
<tr>
<td><strong>Equity and Access</strong></td>
<td>District Profiles for Performance indicators School Report Cards Math scores</td>
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### Findings

- Special population students become completers at a much lower rate than other students. This is likely due to lack of formal supports designed to meet their needs to successfully complete coursework and certification.

### Goal Statement

- Develop mentoring program for SP in CTE pathways.

### Long Term (2yr.) Goals and Activities

- CTE and Math department collaboration on updating curriculum accordingly.
- Implement new curriculum and instructional strategies.

### Evaluation Measures (evidence of success)

- By 2022 we will see an:
  - increased # of SP concentrators by 2%
  - Increased # of NTO enrollment by 2%
  - Increased # of certificates completed by 3%
  - Increase by 2% the number of concentrators that are ACT math proficient or advanced.

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**Note:**

- Results must be reflective of the CLNA process, identified needs and resources that will be targeted to meet the needs.