

**Alaska Perkins V:**

**Comprehensive Local Needs Assessment**

**Guidance and Workbook**

 

# 

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# **Introduction**

One of the most significant changes in Perkins V (the Strengthening Career and Technical Education (CTE) for the 21st Century Act) is the new requirement for local applicants to conduct a comprehensive local needs assessment (CLNA) and update it at least every two years.

The new needs assessment is designed as the foundation of Perkins V implementation at the local level—it drives your local application development and future spending decisions. It should be seen as a chance to take an in-depth look at your entire local and regional CTE system and identify areas where targeted improvements can lead to increased opportunities for student success. The needs assessment, if implemented thoughtfully, can also be a powerful tool to engage stakeholders in building a common understanding and vision for the future of CTE in your community.*[[1]](#footnote-1)*

The comprehensive local needs assessment presents an unprecedented opportunity to:

* Create programs and opportunities that lead to high-skill, high-wage, and in-demand occupations to ensure access and success for each student;
* Ensure CTE Programs of Study (CTEPS) are aligned to, and validated by, local, regional, and statewide workforce needs and economic priorities;
* Set strategic short- and long-term goals and priorities to ensure coordinated program review and improvement processes; and
* Regularly engage in conversation with stakeholders around the quality and impact of CTE programs and systems.

This guide is intended to give Perkins V applicants a framework from which to structure their approach to the comprehensive local needs assessment by translating the legal language into actionable steps. Use the framework to ensure that you address the federal requirements and engage stakeholders in thoughtful program improvement.

This document has been created with resources from Advance CTE and ACTE. Anyone engaged in this process is encouraged to consult their work cited in Appendix A.

# **Stakeholder Engagement**

The Perkins V comprehensive local needs assessment requires consultation with a broad spectrum of stakeholders as part of the initial needs assessment process, as well as throughout implementation. This stakeholder group is more extensive than what was required for Perkins IV. Prior to embarking on the assessment, the following steps will help lay the groundwork for a rigorous and meaningful needs assessment through clear preparation and organization.

## Required Stakeholder Participants

Perkins V requires, at a minimum, the following Advisory Committee participants be engaged in the initial CLNA, *Four-Year Plan and Local Application* development, and continued consultation:

* Representatives of CTE programs from secondary and postsecondary institutions including:
  + Teachers, instructors and faculty
  + Career guidance and advisory professionals
  + Administrators, principals
  + Specialized instructional support personnel and paraprofessionals
* Representatives of the State board or local workforce development boards
* Representatives of regional economic development organizations and local business and industry
* Parents and students
* Representatives of special populations, which include [§3(48)]:
  + Individuals with disabilities
  + Individuals from economically disadvantaged families
  + Individuals preparing for non-traditional fields
  + Single parents, including single pregnant women
  + Out-of-workforce individuals
  + English learners
  + Homeless individuals (as described in §725 of McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a)
  + Youth who are in or have aged out of the foster care system
  + Youth with a parent who is an active duty member of the armed forces (as defined in Title X, §101(a)(4) U.S.C.)
* Representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in §1432 of ESEA)
* Representatives of Indian Tribes and Tribal organizations in the State, where applicable

Don’t be afraid to think of consultation in a broad fashion. Appendix B outlines several methods of gathering and documenting stakeholder feedback. It also provides links to a variety of resources.

A worksheet is provided in Appendix C to assist with brainstorming possible participants in your stakeholder engagement activities around the CLNA.

# **Section One: Gathering Information**

The comprehensive local needs assessment has five required elements, including:

1. An evaluation of student performance;
2. An evaluation of CTE program quality; (including Size, Scope, and Quality; and Labor Market Alignment)
3. Progress toward implementation of full Programs of Study (CTEPS);
4. A reflection on how the district will recruit and retain high-quality CTE staff;
5. A discussion of how the district will address equity issues and access to high-quality CTE programs for all students.

Many of these elements are interwoven and insights gained in one part may be helpful in tackling another part.

This first section of the framework provides a structure to begin to look at each of the required parts of the CLNA. In the following pages you will find information for each part, including a brief description and suggested materials to gather. Additionally, Section Two will provide you with worksheets to aid in completing each section, including key questions to ask.

When considering each part of the CLNA, always keep the consultation requirement of Perkins V in mind. Below is a list of suggested stakeholders and methods for engaging them. See Appendix B for protocols on engagement.

**Suggested Stakeholders to Consult**

* Required stakeholders, plus…
* Data staff
* Business and community partners
* Local workforce development and economic development boards
* Former students

**Suggested Strategies for Consultation**

* Work groups
* Focus groups
* Individual interviews
* Surveys
* Study circles

This task will seem daunting and will require time. As you design your approach, one resource you may have within your school, district, or community would be those involved with the implementation of the Every Student Succeeds Act (ESSA) and the Workforce Innovation and Opportunity Act (WIOA). They may have some ideas, lessons learned and best practices for you to adopt.

***Share the load****. Assign two people to be responsible for each part of the CLNA. While completing the CLNA will require all members to work together, it will be the pair’s role to make sure the information is gathered, including any necessary interview and focus groups notes, and organized to share with the entire group. Their role is not to make judgement of the information gathered, but to present and help make sense of what has been collected so effective discussion can take place.*

## PART A: Student Performance

The comprehensive local needs assessment must include an evaluation of student performance including special populations and each subgroup. Additionally, the CLNA must contain an evaluation of CTE concentrators’ performance on each of the core performance indicators with respect to State determined and local levels of performance (Section 134(c)(2)(A). While you are already required to do this as part of your local plan under Perkins IV, the evaluation must now at a minimum include a performance analysis of the subgroups as well.

**Consider**

* Perkins performance data for all current core performance indicators over the past three years disaggregated by CTE program area and subpopulation groups including:
  + Gender
  + Race and ethnicity
  + Migrant status
  + Individuals with disabilities
  + Individuals from economically disadvantaged families including low-income youth and adults
  + Individuals preparing for nontraditional fields
  + Single parents including single pregnant women
  + Out of work individuals
  + English learners
  + Homeless individuals
  + Youth who are in or who have aged out of the foster care system
  + Youth with a parent who is an active duty member of the armed forces
* Comparison data for ‘all’ students:
  + Secondary students – Statewide assessment data comparisons for:
    - Graduation rate
    - Academic achievement
    - Placement –
  + Postsecondary – Institutional data comparisons for:
    - Credential attainment
    - Placement
* Strategies utilized to address performance gaps for specific subgroups along with outcomes for the strategies attempted

## PART B: Program Quality

This second part of the CLNA examines CTE program quality. Participants will conduct self-examination to describe how local CTE programs are:

* Of sufficient size, scope and quality to meet the needs of all students;
* Aligned to State, regional, Tribal or local in-demand industry sectors identified by the State workforce development board; and
* Designed to meet local education or market needs not identified by the State boards or local workforce development boards.

### PART B-1: Size, Scope and Quality

What is size, scope and quality? These definitions are important to ensure funds are used to drive quality, equitable, and impactful programs.

Size:

A secondary CTE Program of Study (CTEPS) is a sequence of CTE courses, where at least one of the minimum two credits is technical, in a specific career pathway that aligns to postsecondary program(s). Grantees must provide at least one complete CTEPS in order to be eligible for funding.

Scope:

A CTEPS is a coordinated, non-duplicative sequence of academic and technical content at the secondary level that –

* 1. incorporates challenging State academic standards;
  2. addresses both academic and technical knowledge and skills, including employability skills;
  3. is aligned with the needs of industries in the economy of the State, region, or local area;
  4. progresses in specificity;
  5. has multiple entry and exit points that incorporate credentialing; and,
  6. culminates in the attainment of a recognized postsecondary credential.

A CTEPS provides students with a strong experience in and comprehensive understanding of all aspects of industry. The scope of a program must be specified through curricular development, evaluation, and revision. Program scope must be defined in consultation with stakeholders including business and industry.

Quality:

All CTE courses in the CTEPS are required to be approved by DEED/CTE to verify curriculum content alignment to industry, academic, cultural, and employability standards, including technical standards. CTEPS may contain a dual-credit curriculum that qualifies students for both secondary and postsecondary credit.

**Section 134(c)(2)(B)(i)** states the needs assessment must include: A description of how career and technical programs offered are sufficient in size, scope, and quality to meet the needs of all students served.

**Consider**

* Size (capacity focus):
  + Total number of programs;
  + Total number of courses within each program;
  + CTE participant and concentrator enrollments for the past three years, aggregate and disaggregated;
  + Capacity of each program for the past three years;
  + Survey results assessing student interest in CTE programs.
* Scope (curricular focus):
  + Documentation of all CTEPS, including secondary sequences; articulation to postsecondary; and postsecondary pathways of study;
  + Data on student retention and transition from secondary to postsecondary within each CTEPS;
  + Descriptions of dual/concurrent enrollment programs, and data on student participation;
  + Data on student credential attainment in each program disaggregated by student demographic and value of credential;
  + Curriculum standards showing depth and breadth of program;
  + Opportunities for extended learning within and across CTE programs of study (e.g. work study, apprenticeship, OJT).
* Quality (outcome focus):
  + Curriculum standards and frameworks showing alignment to industry need;
  + Assessments leading to industry recognized credentials;
  + Documentation of partnership communication and engagement activities;
  + Documentation of adherence to safety requirements;
  + Documentation of Career and Technical Student Organization (CTSO) activities and alignment to curriculum;
  + Data collection mechanisms;
  + Program improvement processes;
  + Data on placement in employment following program participation;
  + Results of outside evaluation tools.

### PART B-2: Labor Market Alignment

Perkins V continues to focus on aligning programs of study to high–skill, high-wage, and in-demand occupations. In the local CLNA, eligible recipients will analyze how CTE programs are meeting workforce and economic development needs. DEED/CTE and the Alaska Department of Labor and Workforce Development (DOLWD) will provide the state and regional labor market alignment.

**Section 134(c)(2)(B)(ii)** states the needs assessment must include: A description of how career and technical education programs are aligned to State, regional, Tribal or local in-demand industry sectors or occupations identified by the State workforce development board or are designed to meet local education or economic needs not identified by the local workforce development boards.

**Consider**

* State and Local Labor Market Information (LMI) current and projected employment;
* DOLWD long- and intermediate- term labor market forecasts;
* Third party data dashboards (such as [Career Coach](https://alaska.emsicc.com));
* Input from local business and industry representatives, with reference to opportunities for special populations;
* Alumni employment and earning outcomes from a state workforce agency, or alumni follow up survey;
* CTE Program of Study concentrator data for three years;
* Program size, scope and quality analysis.

## PART C: CTE Programs/Programs of Study (CTEPS)

**Section 134(c)(2)(C)** states the needs assessment must include: An evaluation of progress toward the implementation of career and technical education programs and Programs of Study (CTEPS).

**Sec 3(41): Program of Study**. A coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that:

* Incorporates challenging State academic standards;
* Addresses both academic and technical knowledge and skills, including employability skills;
* Is aligned with local, Tribal, regional, or State workforce needs;
* Progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);
* Has multiple entry and exit points that incorporates credentialing; and
* Culminates in the attainment of a recognized postsecondary credential.

Perkins funds can only be used to support programs that at minimum include one complete high school CTEPS. Alaska CTEPS require completion during high school of at least two credits, one of which must be technical, in a specific career pathway. A CTEPS must also include alignment to a postsecondary program. District CTEPS may include middle school courses (above and beyond the minimum required two high school credits) if desired. Districts including middle school courses should include them in the CLNA.

**Consider**

* Documentation of course sequences and aligned curriculum for each CTE program;
* Standards for academic, technical and employability skills taught per course;
* Trend data on dual and concurrent enrollment in CTE programs;
* Definitions used for alignment, dual and concurrent enrollment, academic and technical standards;
* Trend data on student participation;
* Advisory Committee notes/minutes;
* Data on credential attainment by type;
* Notes on industry participation.

## PART D: Recruitment, Retention and Training of CTE Educators

The CLNA will assess the educator workforce in your programs. This is not just about teachers, instructors and faculty but also includes specialized instructional support personnel, paraprofessionals, and career guidance and advisement professionals. An important part of this assessment asks participants to look at the diversity of these professionals and how closely they match the diversity of the education system in the local or regional community.

**Section 134(c)(2)(D)** states the needs assessment must include: A description of how the eligible recipient will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.

**Consider**

* Data on faculty, staff, administrator and counselor preparation, credentials, salaries and benefits and demographics;
* Student demographic data;
* Description of recruitment process;
* Description of retention process;
* Description of professional development, mentoring and externship opportunities;
* Data on educator participation in professional development, mentoring and externships;
* Findings from educator evaluations or other resources about impact of professional development, mentoring and externships;
* Survey or focus results conducted with educators regarding needs and preferences;
* Trend data on educator and staff shortage areas in terms of CTE area and demographics;
* Trend data on educator and staff retention in terms of CTE area and demographics;

## PART E: Equity and Access

Here the CLNA requires participants to assess progress toward providing equal access to all CTE programs. There should also be an examination of any barriers (real or perceived) that may prevent members of any special populations from entering and thriving in these programs.

**Section 134(c)(2)(E)** states the needs assessment must include: A description of progress toward implementation of equal access to high-quality career and technical education courses and program of study for all students including:

* Strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;
* Providing programs that are designed to enable special populations to meet the local levels of performance; and
* Providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

It is important to remember who is included under the definition of special populations to ensure every special population is addressed in the needs assessment, plan, and instructional services. The definition has broadened under Perkins V, so it is important to check your data systems for access to information.

**Consider**

* Program promotional materials;
* Recruitment activities for each special population;
* Career guidance activities for each special population;
* Processes for communicating and providing accommodations, modifications and supportive services for special populations;
* Available services to support all students, including special populations;
* Procedures for work-based learning for special population students;
* Data on CTE participation and performance by each career area and each special population;
* Data on participation in CTSO in terms of special populations;
* Findings from the Student Performance section;
* Findings from the Program Quality section;
* Findings from surveys/focus groups with student, parents and/or community representatives of special populations.

# **Section Two: Discussing and Recording Your Findings**

At this point in the process, the information is collected. Each part of the CLNA has been organized by the assigned pair of leaders. Now it is time to discover what has been found. It will be **critical** in the process to take notes of the ensuing discussion in to have the details available when you refer back and try to set priorities.

## Ratings

The rubrics provide a continuum of ratings possible for each item. Consider carefully where your district is and provide comments on areas of strength or weakness. It is important the committee agree on each of the ratings provided.

## Further Questions to Consider

DEED/CTE includes a list of questions for districts to consider as they complete the CLNA. Use these to guide your discussion and ratings.

***Keep it straight****. There are several processes you might employ to begin to make sense of what you have found. You may want to schedule a separate meeting for each element in order to keep information separated and to keep minds fresh and alert.*

## CLNA Results Form (#05-20-036) Upload to GMS

Use of Perkins V funding is based on the results of the CLNA. Activities and expenditures should not be included in a grant application if the district cannot demonstrate a need.

***The CLNA must be completed on a biennial basis with a review of progress during the odd year. The assessment (or review) must be completed prior to completion of the Four-Year Plan and Local Application, or GMS Annual Amendment to the grant application. The CLNA Results Form (05-20-036) from the most recent CLNA must be dated and uploaded into the Related Documents area of the GMS Annual Amendment to the grant application in whichever year it is due before grant approval will be given.***

# **Comprehensive Local Needs Assessment Workbook**

## PART A: Student Performance

Use the prompts on this worksheet to evaluate how your district’s CTE programs support and improve student performance on ESEA and Perkins measures. Address those statements and questions that provide the best and most relevant feedback to your district.

*Consider the following statements, identify those that best match your district, and choose the most appropriate response.*

| Rating | 1  Strength | 2  Satisfactory | 3  Need to improve | 4  Needs major improvement | Briefly list strengths and/or areas of focus for improvement. Indicate evidence reviewed. |
| --- | --- | --- | --- | --- | --- |
| Students in each CTE program perform acceptably on federal core performance indicators in comparison to non-CTE students. |  |  |  |  |  |
| Students from special populations perform acceptably in each CTE program. |  |  |  |  |  |
| Students from different genders, races, and ethnicities perform acceptably in each CTE program. |  |  |  |  |  |
| Performance gaps exist between subgroups of students. |  |  |  |  |  |
| There are CTE programs where special populations are performing above average. |  |  |  |  |  |
| There are CTE programs where special populations are performing below average. |  |  |  |  |  |

*Further questions to consider:*

* Which student groups are struggling the most in CTE programs?
* Which CTE programs overall have the highest outcomes and which have the lowest?
* Is there a trend across all CTE programs?
* What are the potential root causes of inequities in performance in each CTE program?

**Summarize your findings for Part A here:**

**Prepare the following actionable items for your CLNA Findings:**

1. What is the key finding from this section?
2. What goal(s) have you set to address it?
3. How will you use Perkins funds to address the identified need?

## PART B: Program Quality

### PART B-1: Size, Scope and Quality

Use the prompts on this worksheet to evaluate the Size, Scope, and Quality of your district’s CTE programs. Address those statements and questions that provide the best and most relevant feedback to your district.

*Consider the following statements, identify those that best match your district, and choose the most appropriate response.*

| Rating | 1  Strength | 2  Satisfactory | 3  Need to improve | 4  Needs major improvement | Briefly list strengths and/or areas of focus for improvement. Indicate evidence reviewed. |
| --- | --- | --- | --- | --- | --- |
| The district offers programs in which students choose to enroll. |  |  |  |  |  |
| The district offers a sufficient number of courses, and course sections, within programs. |  |  |  |  |  |
| All students who wish to access district CTE programs are able to do so. |  |  |  |  |  |
| Students are able to complete each program of study (CTEPS) in a normal 4-year high school tenure. |  |  |  |  |  |
| Programs are aligned to rigorous standards developed by a relevant third party or by the state. |  |  |  |  |  |
| Programs are strongly aligned to postsecondary and local business/industry requirements. |  |  |  |  |  |
| Programs develop a robust skill set in students. |  |  |  |  |  |

*Further questions to consider:*

* Does the district offer programs with too low an enrollment to justify the costs in offering those programs?
* What populations of students are and are not accepted into programs? What are some of the reasons?
* Do some programs offer more opportunities for skill development than others, both in the classroom and through extended learning experiences?
* How do specific program areas compare in quality?
* How do specific components of programs, such as work-based learning or instruction, compare in quality?

**Summarize your findings for Part B-1 here:**

**Prepare the following actionable items for your CLNA Findings:**

1. What is the key finding from this section?
2. What goal(s) have you set to address it?
3. How will you use Perkins funds to address the identified need?

### PART B-2: Labor Market Alignment

Use the prompts on this worksheet to determine how well your district’s CTE programs are aligned to local, regional, and state labor demands. Address those statements and questions that provide the best and most relevant feedback to your district.

*Consider the following statements, identify those that best match your district, and choose the most appropriate response.*

| Rating | 1  Strength | 2  Satisfactory | 3  Need to improve | 4  Needs major improvement | Briefly list strengths and/or areas of focus for improvement. Indicate evidence reviewed. |
| --- | --- | --- | --- | --- | --- |
| Programs are aligned to projected industry demand. |  |  |  |  |  |
| The district has policies in place to respond to changes in the labor market and develop new, or refine existing, CTE programs. |  |  |  |  |  |
| Industry partners indicate that students graduate ready to enter high-skill, high-wage, and in-demand industries without remediation. |  |  |  |  |  |
| Programs graduate employees that thrive in the workplace |  |  |  |  |  |
| Programs provide opportunities for students with disabilities, English learners, or other special populations to access the local labor market. |  |  |  |  |  |

*Further questions to consider:*

* What are the highest projected growth industries in the region/state? What occupations are part of that industry?
* How do CTE program enrollments match projected job openings? Where are the biggest gaps?
* What are the emerging occupations and are programs available for students in those areas?

**Summarize your findings for Part B-2 here:**

**Prepare the following actionable items for your CLNA Findings:**

1. What is the key finding from this section?
2. What goal(s) have you set to address it?
3. How will you use Perkins funds to address the identified need?

## PART C: CTE Programs/Programs of Study (CTEPS)

Use the prompts on this worksheet to determine how well your district’s CTE programs are implemented with fidelity and aligned to postsecondary options. Address those statements and questions that provide the best and most relevant feedback to your district.

*Consider the following statements, identify those that best match your district, and choose the most appropriate response.*

| Rating | 1  Strength | 2  Satisfactory | 3  Need to improve | 4  Needs major improvement | Briefly list strengths and/or areas of focus for improvement. Indicate evidence reviewed. |
| --- | --- | --- | --- | --- | --- |
| Programs are fully aligned across secondary and postsecondary education. |  |  |  |  |  |
| Programs incorporate relevant academic, technical and employability skills at every learner level. |  |  |  |  |  |
| Students can earn dual-credit through participation in programs. |  |  |  |  |  |
| Students in programs of study (CTEPS) have multiple entry and exit points. |  |  |  |  |  |
| Students in programs earn recognized postsecondary credentials. |  |  |  |  |  |

*Further questions to consider:*

* Are students being retained in the same program of study (CTEPS)?
* What is the role of secondary and postsecondary partners in current program of study (CTEPS) design and delivery?
* What is the role of business and industry partners in the current program of study (CTEPS) development and delivery?

**Summarize your findings for Part C here:**

**Prepare the following actionable items for your CLNA Findings:**

1. What is the key finding from this section?
2. What goal(s) have you set to address it?
3. How will you use Perkins funds to address the identified need?

## PART D: Recruitment, Retention and Training of CTE Educators

Use the prompts on this worksheet to analyze your district’s strategies for attracting and keeping qualified CTE instructors, and its policies and procedures for professional development planning. Address those statements and questions that provide the best and most relevant feedback to your district.

*Consider the following statements, identify those that best match your district, and choose the most appropriate response.*

| Rating | 1  Strength | 2  Satisfactory | 3  Need to improve | 4  Needs major improvement | Briefly list strengths and/or areas of focus for improvement. Indicate evidence reviewed. |
| --- | --- | --- | --- | --- | --- |
| The district’s CTE staff reflects the demographic makeup of the student body. |  |  |  |  |  |
| There are processes are in place to recruit new CTE educators. |  |  |  |  |  |
| The district has onboarding processes in place to bring new professionals into the system. |  |  |  |  |  |
| All educators teaching in programs are adequately credentialed. |  |  |  |  |  |
| Regular, substantive, and effective professional development is offered around CTE, academic, and technical instruction based on identified need. |  |  |  |  |  |
| There is a process to develop or recruit CTE instructors from existing staff. |  |  |  |  |  |

*Further questions to consider:*

* Are onboarding processes efficient and effective, especially for educators coming from industry?
* What has been the impact on mentoring and onboarding processes for new instructors, especially instructors coming from industry?
* What professional development offerings are most highly rated by participant staff? Does this differ when looking at different factors such as length of time in position, certification, career area, etc.?
* In what CTE subject areas are more educators needed?

**Summarize your findings for Part D here:**

**Prepare the following actionable items for your CLNA Findings:**

1. What is the key finding from this section?
2. What goal(s) have you set to address it?
3. How will you use Perkins funds to address the identified need?

## PART E: Equity and Access

Use the prompts on this worksheet to investigate the steps your district is taking toward equitable access and inclusion in CTE programs. Address those statements and questions that provide the best and most relevant feedback to your district.

*Consider the following statements, identify those that best match your district, and choose the most appropriate response.*

| Rating | 1  Strength | 2  Satisfactory | 3  Need to improve | 4  Needs major improvement | Briefly list strengths and/or areas of focus for improvement. Indicate evidence reviewed. |
| --- | --- | --- | --- | --- | --- |
| The district provides equal access to all CTE programs for all Perkins subpopulations. |  |  |  |  |  |
| There are no enrollment discrepancies for students from special populations in programs that lead to high-skill, high-wage, and in-demand occupations. |  |  |  |  |  |
| Processes are in place to encourage all students to complete programs. |  |  |  |  |  |
| The district actively addresses potential barriers that might prevent special populations from participating in, performing in, and/or completing programs. |  |  |  |  |  |
| Accommodations, modifications, and supportive services are provided to CTE students as required. |  |  |  |  |  |
| The district actively recruits to encourage special population students to enroll in high quality CTE programs. |  |  |  |  |  |

*Further questions to consider:*

* Which population groups are underrepresented in your CTE programs overall? And in each program area? Which are over-represented?
* What is the difference between participant and concentrator data for each special population?
* Which accommodations, modifications, and supportive services are most effective? Which are underutilized?
* Which recruiting efforts for special populations seem to be most effective? Which seem to produce little effect?

**Summarize your findings for Part E here:**

**Prepare the following actionable items for your CLNA Findings:**

1. What is the key finding from this section?
2. What goal(s) have you set to address it?
3. How will you use Perkins funds to address the identified need?

## Performance Measures

* *As part of your comprehensive local needs assessment, it is important to include a review of your performance measures. Recipients must use this form to review levels of performance.*
* *Recipients must identify and address any disparities or gaps in performance among population subgroups [§134(b)(9)].*

*In the space provide, please complete the rating for each performance measure.*

| Rating | Met | Not Met for at least one but not more than two consecutive years | Not Met three consecutive years or more | Any disparities or gaps in performance among population subgroups? Briefly list your primary areas of focus |
| --- | --- | --- | --- | --- |
| Concentrator graduation rate |  |  |  |  |
| Concentrator proficiency in academic subjects |  |  |  |  |
| Concentrator placement (post-graduation) |  |  |  |  |
| Program quality |  |  |  |  |
| Program quality – Recognized Postsecondary Credential attainment |  |  |  |  |
| Concentrator NTF status |  |  |  |  |

**Prepare the following actionable items for your CLNA Findings:**

1. What is the key finding from this section?
2. What goal(s) have you set to address it?
3. How will you use Perkins funds to address the identified need?

# **Appendix A: Reference Documents**

## Perkins V Guidance**:**

**A Guide for State Leaders:** [**Maximizing Perkins V’s Comprehensive Local Needs Assessment & Local Application to Drive Quality and Equity in CTE**](https://cte.careertech.org/sites/default/files/Maximizing_Perkins_Local_Needs_Assessment_10-27-18.pdf) **(this guide is also available in** [**Word**](https://cte.careertech.org/sites/default/files/Maximizing_Perkins_Local_Needs_Assessment_10-27-18.docx)**)**  
This guide from Advance CTE provides a summary, analysis and guidance for each major component of the comprehensive local needs assessment and the decisions states can be making now to support a robust CLNA process that aligns with the state’s overall vision for CTE.

**A Guide for Local Leaders:** [**Maximizing Perkins V's Comprehensive Local Needs Assessment & Local Application to Drive Equality in CTE**](https://cte.careertech.org/sites/default/files/Maximizing_Local_Needs_Assessment_LocalLeaders_10-31-2018.pdf) **(cte.careertech.org/sites/default/files/Maximizing\_Local\_Needs\_Assessment\_LocalLeaders\_10-31-2018.pdf)**  
This guide from ACTE provides an overview and guidance for the comprehensive local needs assessment so that local leaders can utilize it as a tool for program improvement.

**Policy Benchmark Tool:** [**CTE Program of Study Approval**](https://careertech.org/resource/program-approval-policy-benchmark-tool) (careertech.org/resource/program-approval-policy-benchmark-tool)

This guide from Advance CTE provides a tool for policy evaluation. An effective process for setting priorities is modeled in this guide.

## Other Resources:

Also, the needs assessment in Perkins V was modeled after the one for Title IV-A (Student Support and Academic Enrichment Grants) in ESSA (with some changes) so these resources that might serve as useful reference points:

**[Using Needs Assessments for School and District Improvement: A Tactical Guide](https://ccsso.org/resource-library/using-needs-assessments-school-and-district-improvement-0)**

Council of Chief State School Officers. December 5, 2018

(ccsso.org/resource-library/using-needs-assessments-school-and-district-improvement-0)

**Worksheets From:** [**Using Needs Assessment for School and District Improvement**](https://www.ccsso.org/sites/default/files/2017-12/Worksheets-from-Needs-Assessment.pdf)

Council of Chief State School Officers. Julie Corbett and Sam Redding. 2017.

(ccsso.org/sites/default/files/2017-12/Worksheets-from-Needs-Assessment.pdf)

**[Needs Assessment Guidebook](https://statesupportnetwork.ed.gov/system/files/needsassessmentguidebook-508_003.pdf)**

State Support Network. Cary Cuiccio and Mary Husby-Slater. May 2018 (statesupportnetwork.ed.gov/system/files/needsassessmentguidebook-508\_003.pdf)

# **Appendix B: Public Participation Guide: Tools to Generate and Obtain Public Input**

[Toolkit developed by the US EPA](https://www.epa.gov/international-cooperation/public-participation-guide-tools-generate-and-obtain-public-input) (epa.gov/international-cooperation/public-participation-guide-tools-generate-and-obtain-public-input).

Excerpt from the online toolkit:

The following table lists some basic in-person tools for obtaining public input.

**In-Person Tools for Generating Input**

| **Link to Online Tool** | **# of Participants** | **Best Suited for** |
| --- | --- | --- |
| [Interviews](https://www.epa.gov/international-cooperation/public-participation-guide-stakeholder-interviews) | Individual or Small Group | Learning about individual perspectives on issues |
| [Focus Groups](https://www.epa.gov/international-cooperation/public-participation-guide-focus-groups) | Small groups (15 or fewer) | Exploring attitudes and opinions in depth |
| [Study Circles](https://www.epa.gov/international-cooperation/public-participation-guide-study-circles) | Small (5-20) | Information sharing and focused dialogue |
| [Public Meetings/Hearings](https://www.epa.gov/international-cooperation/public-participation-guide-public-meetings) | Large groups | Presenting information to and receiving comments or feedback from the public |
| [Public Workshops](http://www.dse.vic.gov.au/effective-engagement/toolkit)  (Effective Engagement Toolkit from Victoria, Australia, Department of Sustainability and Environment) | Multiple small groups (8-15 in each small group) | Exchanging information and/or problem-solving in small groups. |
| [Appreciative Inquiry Process](https://www.epa.gov/international-cooperation/public-participation-guide-appreciative-inquiry-process) | Varies, but usually involves "whole system" | Envisioning shared future, not making decisions |
| [World Cafes](https://www.epa.gov/international-cooperation/public-participation-guide-world-cafes) | Very adaptable, involving multiple simultaneous conversations (4-8 in each small group) | Fostering open discussion of a topic and identifying areas of common ground |
| [Charrettes](https://www.epa.gov/international-cooperation/public-participation-guide-charrettes) | Small to medium | Generating comprehensive plans or alternatives |
| [Electronic Democracy](https://www.epa.gov/international-cooperation/public-participation-guide-electronic-democracy) | Unlimited | Enabling the direct participation of geographically dispersed public at their convenience |
| [Computer-Assisted Processes](https://www.epa.gov/international-cooperation/public-participation-guide-computer-assisted-processes) | Large | Receiving real-time quantitative feedback to ideas or proposals |

# **Appendix C: Potential Partner Worksheet**

Use this template to identify potential partners for your CLNA. All listed are **required** by Perkins V unless noted with \*.

| **Role** | **Individuals** | **Organization** | **Email/Contact** |
| --- | --- | --- | --- |
| **Secondary CTE teachers:** |  |  |  |
| **Secondary career guidance and academic counselors:** |  |  |  |
| **Secondary principal, administrator, leader:** |  |  |  |
| **Secondary instructional support, paraprofessional:** |  |  |  |
| **Postsecondary CTE faculty:** |  |  |  |
| **Postsecondary administrators:** |  |  |  |
| **Members of** the State board or local workforce development boards**:** |  |  |  |
| **Local Business and Industry Representatives:** |  |  |  |
| **Parents and students:** |  |  |  |
| **Representatives of special populations:**  ***Individuals with disabilities, economically disadvantaged, nontraditional, single parent, pregnant women, out of work individuals, English learners, homeless, foster care, active duty military, \*corrections.*** |  |  |  |
| **Representatives of regional or local agencies serving out-of-school youth, homeless children and youth and at-risk youth:** |  |  |  |
| **Representatives of Indian Tribes and Tribal organizations:** |  |  |  |
| **\* Members of regional economic development organizations:** |  |  |  |
| **\* Other stakeholders as desired:** |  |  |  |
| **\* Representatives of local populations: gender, race, ethnicity, migrant status** |  |  |  |

# **Appendix D: Program Quality Evaluation Tools**

**[ACTE’s Quality CTE Program of Study Framework](https://www.acteonline.org/wp-content/uploads/2018/02/ACTE-HighQualityCTEFramework-Draft4.0-Beta.pdf)**

(https://www.acteonline.org/wp-content/uploads/2018/02/ACTE-HighQualityCTEFramework-Draft4.0-Beta.pdf)

ACTE’s evidence-based framework assessing across 12 elements to capture the program scope, delivery, implementation and quality. It also touches on program staffing and equity.

**[Design Specification for Implementing the College and Career Pathways System Framework](https://ccrscenter.org/sites/default/files/CareerPathways_Chapter4_FacilitatorsGuide.pdf)**

(https://ccrscenter.org/sites/default/files/CareerPathways\_Chapter4\_FacilitatorsGuide.pdf)

American Institutes for Research facilitator’s guide for continuous improvement in designing a career pathway system.

1. Maximizing Perkins V’s Comprehensive Needs Assessment & Local Application to Drive CTE Program Quality and Equity. Association for Career and Technical Education. Updated October 31, 2018. [↑](#footnote-ref-1)