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ELSIE ARNTZEN, STATE SUPERINTENDENT

Montana Perkins V: Comprehensive Local Needs Assessment Template and Guidance

CONTENTS

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. **A CLNA is required of all secondary and post-secondary applicants.**

The State of Montana Office of the Commissioner of Higher Education (OCHE) and the Office of Public Instruction (OPI) requested a RURAL WAIVER that allows all secondary schools to apply for Perkins V funding. After reading through the CLNA, you may choose to join a regional collective with other schools and/or colleges in order to submit one regional CLNA. Please call your CTE Specialist if you are interested in this option.

PURPOSE

This guide will provide Perkins V applicants a framework from which to structure their approach to the local needs assessment efforts by translating the legal language into actionable steps that complete the requirements and engage stakeholders in thoughtful program improvement.

This document was created with resources from Advance CTE and Association of Career Technical Education (ACTE). Anyone engaged in this process is encouraged to consult the work cited in Appendix A.

WHY A COMPREHENSIVE LOCAL NEEDS ASSESSMENT?

In addition to being a requirement for all local applicants in order to receive Perkins V funding, the new needs assessment is a valuable tool that drives your local application development and future spending decisions. This is 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 opportunity to engage stakeholders in a common understanding and vision for the future of CTE in your community.[1]

WHEN DOES A LOCAL NEEDS ASSESSMENT NEED TO BE COMPLETED?

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

The Local Needs Assessment must be completed on a **biennial basis** with a review of progress during the odd year. <u>The assessment (or review) must be completed prior to completion of the grant application.</u>

<u>Secondary LEAs</u>

The most recent Local Needs Assessment must be dated and uploaded into the Related Documents area of the E-Grants application (secondary applicants) as part of the regular application process.

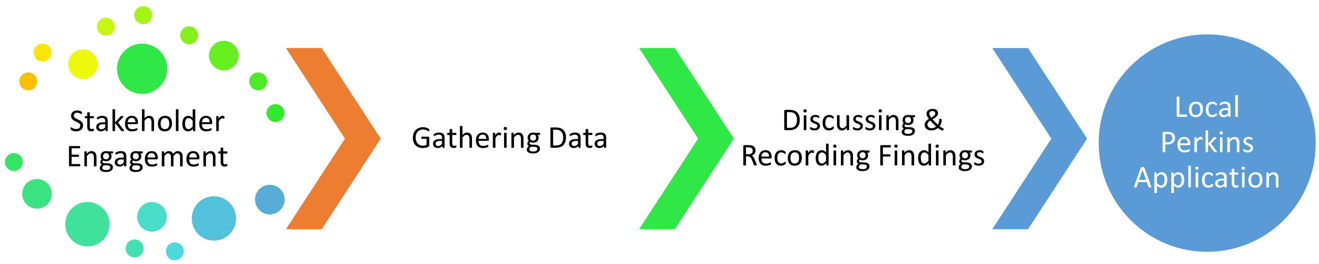
<u>Post-secondary LEAs</u>

Local Needs Assessment worksheets should be emailed as a .pdf to the Perkins Program Manager as part of your Post-secondary Local Application packet. Additionally, in the Local Application, recipients will need to identify which CLNA items are addressed in the <u>budget narrative</u> and <u>budget detail</u> for each requested expenditure before grant approval will be given.

[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.

Local Needs Assessment Process

This guide will walk local applicants through the steps necessary to complete a thorough Comprehensive Local Needs Assessments according to the following workflow.



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.

Step 1: Identify a Leadership Team (optional)

Consultation with a diverse body of stakeholders is required for the CLNA. As you review the list of minimum participants it will be important to manage the work and to set and maintain priorities. The Office of the Commissioner of Higher Education and Office of Public Instruction recommend your district consider using the Perkins Advisory Committee in this capacity as they will provide the core of your CLNA stakeholder group.

> *OCHE/OPI suggests one person be given the responsibility of project manager to coordinate the work and ensure deadlines are met.*

Step 2: Identify Required Stakeholder Participants (required)

Perkins V requires, at a minimum, the following participants be engaged in the initial needs assessment, local application development, and ongoing consultation:

- Representatives of CTE programs from **both** secondary and post-secondary institutions including:
  - Teachers, instructors and faculty
  - Career guidance and advisory professionals
  - Administrators, principals
  - Specialized instructional support personnel and paraprofessionals
- Representatives of regional economic development organizations and local business and industry
- Parents and students
- Representatives of special populations
- 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 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.

CTE Program of Study Comprehensive Local Needs Assessment Template

Process:

The following outlines the steps necessary for completing your Comprehensive Local Needs Assessment:

Establish a Local Needs Assessment Team (from Potential Partners Worksheet in Appendix C)

- *Perkins V requires the Needs Assessment to be completed in consultation with specific stakeholders listed above.*

Assign a coordinator for the Local Team

*Secondary: W*e recommend contacting the Montana Career Pathways coordinator at your regional post-secondary institution for assistance with dual enrollment, possible work-based learning, and regional workforce information.

Gather, review and analyze data in the worksheets below (State will provide required data sources and a list of optional resources).

Template:

This local needs assessment template outlines all of the required areas of assessment:

PART A: Evaluation of Student Performance
PART B: Evaluation of Programs
  B-1: Size, Scope & Quality
  B-2: Labor Market Alignment
PART C: Implementing CTE Programs of Study
PART D: Recruitment, Retention and Training of CTE Educators
PART E: Improving Equity & Access
PART F: Performance Measures

Rating

The rubrics provide a continuum of ratings possible for each item. Consider carefully where your locality/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

OPI/CTE includes a list of questions to consider as you 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.

PLEASE NOTE: When you fill out your Local Applications for Perkins V, you will have to justify any expenditures with evidence from the CLNA, so please be thorough in completing worksheets!

Comprehensive Local Needs Assessment Worksheets

PART A: Evaluation of 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. **For detailed instructions on completing this section, please see: [Student Performance].**

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

1—This is a Strength | 2—This is satisfactory | 3—This area needs some improvement | 4—This area needs major improvement

	Rating				Briefly list strengths and/or areas of focus for improvement.	Indicate evidence reviewed.
	1	2	3	4		
Students in each CTE program perform acceptably on federal accountability 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.						
Secondary: Review the number of CTE concentrators from the previous year. Use this number as the numerator and the total senior graduating class as the denominator. What percent of the class are concentrators? (< 50%- strength; 35-49%- satisfactory; 10-34%-needs some improvement; 0-9%- needs major improvement)						

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 the potential root causes of inequities in performance in each CTE program?

Summarize your findings here:

PART B-1: Evaluation of 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.

For detailed instructions on completing this section, please see: Size, Scope & Quality

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

1—This is a Strength | 2—This is satisfactory | 3—This area needs some improvement | 4—This area needs major improvement

	Rating					
	1	2	3	4	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 in a normal four-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 post-secondary 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 here:

PART B-2: EVALUATION OF 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.

For detailed instructions on completing this section, please see: Labor Market Alignment

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

1—This is a Strength | 2—This is satisfactory | 3—This area needs some improvement | 4—This area needs major improvement

	Rating					
	1	2	3	4	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, in-demand, and high-wage industries without remediation.						
Programs graduate employees that thrive in the workplace						
Programs provide opportunities for students with disabilities, English-language 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 here:

PART C: Evaluation of Progress toward Implementing CTE Programs/Programs of Study

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

For detailed instructions on completing this section, please see: Implementing Programs of Study

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

1—This is a Strength | 2—This is satisfactory | 3—This area needs some improvement | 4—This area needs major improvement

	Rating					
	1	2	3	4	Briefly list strengths and/or areas of focus for improvement.	Indicate evidence reviewed.
Programs are fully aligned and articulated across secondary and post-secondary 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 have multiple entry and exit points.						
Secondary: Post-program Placement Indicator meets the state negotiated level.						

Further questions to consider:

- Are students being retained in the same program of study?
- What is the role of secondary and post-secondary partners in current program of study design and delivery?
- What is the role of business and industry partners in the current program of study development and delivery?

Summarize your findings here:

PART D: Evaluation of 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.

For detailed instructions on completing this section, please see: Recruitment, Retention and Training of CTE Educators

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

1—This is a Strength | 2—This is satisfactory | 3—This area needs some improvement | 4—This area needs major improvement

	Rating					
	1	2	3	4	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 here:

PART E: Evaluation of Progress toward Improving 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.

For detailed instructions on completing this section, please see: [Improving Equity & Access]

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

1—This is a Strength | 2—This is satisfactory | 3—This area needs some improvement | 4—This area needs major improvement

	Rating					
	1	2	3	4	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-wage, high-skill 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? Which 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 here:

PART F: PERFORMANCE MEASURES

- *As part of your comprehensive 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.

Table 1: For Secondary LEA's Only

Rating	Met	Not Met for at least year	Not Met three consecutive years or more	Any disparities or gaps in performance among population subgroups? Briefly list your primary areas of focus
Performance Measure 1S1: Four-year Graduation Cohort rate				
Performance Measure 1S2: Extended graduation rate				
Performance Measure 2S1: Academic Proficiency in Reading/Language Arts				
Performance Measure 2S2: Academic Proficiency in Mathematics				
Performance Measure 2S3: Academic Proficiency in Science				
Performance Measure 3S1: Post-Program Placement				
Performance Measure 4S1: Nontraditional Program Concentrator				
Performance Measure 5S2: Attained Post-secondary Credits (Dual enrollment)				
Performance Measure 5S3: Participated in Work-based Learning				

Table 2: For Post-secondary LEA’s Only

Rating	Met	Not Met for at least year	Not Met three consecutive years or more	Any disparities or gaps in performance among population subgroups? Briefly list your primary areas of focus
Performance Measure 1P1: Post-secondary Retention and Post-Program Placement				
Performance Measure 2P1: Earned Recognized Post-secondary Credential				
Performance Measure 3P1: Non-traditional Program Concentration				

GATHERING DATA

This portion of the guide will walk you through detailed steps for completing the worksheets in the previous section.

The comprehensive local needs assessment has six required elements. When considering each part of the CLNA, always keep the consultation requirement of Perkins V in mind, along with the list of required stakeholders outlined lined in the previous section.

Evaluation of student performance	Evaluation of CTE program quality	Alignment to industry needs
Progress toward implementation of full programs of study	A reflection on how to recruit and retain high-quality CTE staff	Address equity issues around access to high-quality CTE programs for all students

FEELING OVERWHELMED? HERE ARE SOME TIPS:

- INTEGRATE: Work with resources 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.

- SPREAD 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: Evaluation of Student Performance

What Information Should Locals Collect: Student Performance Data	
What does the law say[2]? The comprehensive local needs assessment will include an evaluation of the performance of the students served by the local eligible recipient with respect to State determined and local performance levels, including an evaluation of performance for special populations and each subgroup.	**What does the law mean?** The comprehensive local needs assessment must contain an evaluation of CTE concentrators' performance on the core performance indicators. While eligible recipients already are required to do this as part of their local plans under Perkins IV, the evaluation now must at a minimum include a performance analysis of the subgroups (as defined in ESSA) and the expanded list of special populations.

State Support: This data will be provided to each Local Eligible Agency from OPI or OCHE via the annual Report Card

Performance Data Checklist

Perkins performance data for all current core indicators for the past year, disaggregated by CTE program area and subpopulation groups including:

- ❒ Gender
- ❒ Race and ethnicity
- ❒ Migrant status
- ❒ Individuals with disabilities
- ❒ Individuals from economically disadvantaged families, low-income youth and adults
- ❒ Individuals preparing for nontraditional fields
- ❒ Single parents including single pregnant women
- ❒ Out of work individuals
- ❒ English-language learners
- ❒ Homeless individuals
- ❒ Youth who are in or who have aged out of the foster care system
- ❒ Youth with a parent who is on active duty military

Comparison data for 'all' students:

- ❒ Secondary students – Statewide assessment data comparisons for:
  - Graduation rate
  - Academic achievement
  - Placement –
- ❒ Post-secondary – Institutional data comparisons for:
  - Credential attainment
  - Placement

- ❒ Strategies utilized to address performance gaps for specific subgroups along with outcomes for the strategies attempted

[2] **Section 134(c)(2)(A)** states the needs assessment must include: *An evaluation of the performance of the students served with respect to State determined and local levels of performance, including an evaluation for special populations and each subgroup described in section 1111 of the ESEA.*

PART B: Evaluation of Program Quality

What Information Should Locals Collect: Size, Scope & Quality	
What does the law say[3]? The comprehensive local needs assessment will include a description of how CTE programs offered by the local eligible recipient are sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient.	**What does the law mean?** The provision maintains the size, scope and quality requirements in Perkins IV, but instead requires that this description be addressed through the needs assessment (which is part of the local application in Perkins V) instead of in the local plan in Perkins IV. The state has the responsibility to establish the definition of these three requirements.

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.

Criteria for <u>Secondary Recipients</u>:

Size

- The quantifiable evidence, physical parameters and limitations of each approved program (e.g., number of required programs or programs of study offered, required class size, availability of facilities and equipment, etc.) that relate to the ability of the program to address all student learning outcomes.
- Review this definition to make certain it aligns with the state's goals around quality, equity, access.

Scope

- Adequate scope for a Perkins funded CTE program include:
- Montana Career Pathway program of study
- Opportunities for dual credit
- Online CTE courses
- Work-based learning
- Career & technical student organization(s)
- Industry recognized credential opportunities.
- Secondary Perkins funded programs must be aligned with business and industry as validated by a local business advisory committee.

Quality

- The expected outcomes and impact of each program and/or program of study (e.g., ability of students to earn industry-recognized credentails, academic achievement, learner access to high-skill, high-wage and in-demand programs, etc.)
- This is potentially the most critical of the three definitions. A strong definition of quality will drive funds to programs that prepare students for current and future workforce needs and may help to transitions programs that are not meeting future needs.

Secondary eligible recipients must offer a minimum of approved Montana Career Pathways based upon student enrollment as follows *(Using the MSHA criteria of school size)*:

- **Large Districts (Class AA)**: Must offer three (3) Montana Career Pathways approved by program specialists
- **Medium Districts (Class A/B)**: Must offer two (2) Montana Career Pathways approved by program specialists
- **Small Districts (Class C)**: Must offer one (1) Montana Career Pathway approved by a program specialist

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[3] **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.*

Criteria for <u>Post-secondary Recipients</u>:

Size	Scope	Quality
•The quantifiable evidence, physical parameters and limitations of each approved program (e.g., number of required programs or programs of study offered, required class size, availability of facilities and equipment, etc.) that relate to the ability of the program to address all student learning outcomes. •Review this definition to make certain it aligns with the state's goals around quality, equity, access.	•Postseconday programs must include rigorous, coherent CTE content aligned with challenging academic standards. •Links must exist between secondary and post-secondary programs of study. •Post-secondary Perkins funded programs must be aligned with business and industry as validated by a local business advisory committee.	•The expected outcomes and impact of each program and/or program of study (e.g., ability of students to earn industry-recognized credentails, academic achievement, learner access to high-skill, high-wage and in-demand programs, etc.) •A strong definition of quality will drive funds to programs that prepare students for current and future workforce needs and may help to transitions programs that are not meeting future needs.

Size, Scope & Quality Checklist

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 SCED Codes, including secondary sequences; articulation to post-secondary; and post-secondary pathways of study;
- ❒ Data on student retention and transition from secondary to post-secondary within each Montana Career Pathway (if available through 5S1 placement data);
- ❒ Descriptions of dual/concurrent enrollment programs, and data on student participation;
- ❒ Data on student industry-recognized credential attainment in each program disaggregated by student demographic;
- ❒ Curriculum standards showing depth and breadth of program;
- ❒ Opportunities for extended learning within and across CTE programs of study (e.g. job-shadowing, internships, pre- or registered apprenticeships).

Quality (outcome focus):

- ❒ Curriculum standards and frameworks aligned 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 Technical Student Organization (CTSO) activities and alignment to curriculum;
- ❒ Data collection mechanisms;
- ❒ Program improvement processes;
- ❒ Data on placement in employment following program participation (post-secondary only);
- ❒ Results of outside evaluation tools.

PART B-2: Labor Market Alignment

What Information Should Locals Collect: Labor Market Alignment	
What does the law say[4]? The comprehensive local needs assessment will include a description of how CTE programs offered by the eligible recipient are aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development board or local workforce development board, including career pathways, where appropriate. The CLNA may also identify programs designed to meet local education or economic needs not identified by State boards or local workforce development boards.	**What does the law mean?** The law requires an analysis of how CTE programs are meeting workforce needs, and provides eligible recipients with multiple ways to demonstrate labor market demand, from a combination of state and local sources.

If your school is not able to match a CTE program with workforce occupations, provide a two-year plan for re-training/re-tooling your CTE teacher(s) to bring the program into alignment (for secondary LEA's only).

Labor Market Alignment Checklist

- ❒ State and Local Labor Market Information (LMI) current and projected employment;
- ❒ Montana Department of Labor and Industry long-term and intermediate labor market forecasts;
- ❒ Third party data dashboards (such as Naviance, etc.);
- ❒ 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: Progress toward Implementing CTE Programs/Programs of Study

What Information Should Locals Collect: Progress towards Implementing CTE Programs/Programs of Study	
What does the law say[5]? The comprehensive local needs assessment will include an evaluation of progress toward the implementation of CTE programs and programs of study.	**What does the law mean?** This evaluation should be both a backward and forward-looking review of the programs and programs of study offered. In addition to meeting the size, scope and quality, this requirement addresses current and future plans to support the implementation of programs and programs of study.

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

- Incorporates challenging State academic standards;
- Addresses both academic and technical knowledge and skills, including employability skills;

[4] **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.*

[5] **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.*

- 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 post-secondary credential.

Program of Study Checklist

- ❒ 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

What Information Should Locals Collect: Recruitment, Retention and Training of Faculty and Staff	
What does the law say[6]? The comprehensive local needs assessment will include a description of how the eligible recipient will improve recruitment, retention, and training of CTE teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.	**What does the law mean?** Eligible recipients must evaluate their current and future recruitment, retention and professional development needs. This may require root cause analyses of teacher or other professional shortages.

CTE Educators Checklist

- ❒ 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;

[6] **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.*

PART E: PROGRESS TOWARD IMPROVING EQUITY AND ACCESS

<table>
<tr><th colspan="2">What Information Should Locals Collect: Progress Towards Improving Access & Equity</th></tr>
<tr><td>What does the law say[7]?
The comprehensive local needs assessment shall include a description of:
Progress toward implementation of equal access to high-quality CTE courses and programs 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;
How they are providing programs that are designed to enable special populations to meet the local levels of performance; and
How they are 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.</td><td>What does the law mean?
This requirement is focused on supports for special populations. The law challenges states to assist locals in directing resources or supports to close performance gaps and remove barriers. There may be different supports necessary to address different barriers and different populations.</td></tr>
</table>

The definition of Special Populations has broadened under Perkins V, so it is important to check your data systems for access to information.

Sec. 3(48) Special Populations. *The term "special populations" means –*

- *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-work-individuals;*
- *English-language learners;*
- *Homeless individuals described in section 725 of the McKinney-Vento Act;*
- *Youth who are in, or have aged out of, the foster care system;*
- *Youth with a parent who is:*
  - *a member of the armed service*
  - *on active duty status*

Access & Equity Checklist

- ❒ Program promotional materials (offered in other languages for ELLs and parents/guardians);
- ❒ 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;
- ❒ CTE participation and performance by each career area and 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.

[7] **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.*

MERGING FINDINGS AND SETTING PRIORITIES

Finishing the CLNA and beginning the local application for Perkins funds are the next steps in the process with input from the required partners. Be creative and use your resources to get that valuable insight. It does not have to happen in a large public forum, but creative outcomes might be generated when employing those other engagement strategies listed in the Appendix B.

Engaging stakeholders in a discussion about local and regional goals is critical as you conclude this process. Ensuring the stakeholder group understands the six required uses of funds (Sec. 135 of the law) and the nine elements of the local application (Sec. 134 of the law) will be critical at this point. Armed with facts and information, the leadership team can work with the stakeholder group to do the final steps and prepare for the local application.

Arguably, the next part of the needs assessment is the most difficult. It is time to review your findings and determine what steps to take. Likely there are considerably more issues and actions than can be addressed at this time, however it is important to narrow the list of needs to a key set of actions that will have the greatest impact on:

- Closing performance gaps for special population groups;
- Improving program size scope and quality and insuring labor market alignment;
- Improving program quality;
- Making sure you have the best and most diverse educators; and
- Removing barriers that reduce access and success.

In prioritizing areas of focus, go back to the notes from your discussions and consider more broad questions from each part such as:

- Part A: Which performance areas are most problematic? For what student groups? How will you to address those needs?
- Part B-1: Which programs are strong and need support to keep momentum? Which programs are struggling and should to be discontinued or reshaped to be of adequate size, scope, and quality? Are there specific components of program quality that present challenges across career areas?
- Part B-2: Are programs adequately addressing current and emerging employer needs? Will programs allow students to earn a living wage when they become employed?
- Part C: Are secondary, post-secondary, and support systems aligned to ensure students can move through the pathway without barriers or replication? Are credentials awarded to students of economic value to students and employers?
- Part D: How can you get teachers to join your staff? What support do you need to retain effective teachers and instructors?
- Part E: Which subpopulations are struggling the most? Are there activities to undertake that would remove barriers right away? What long-term solutions do you have to ensure all subpopulations are successful?

These will be difficult discussions. The outcome of this final step will be to identify activities to fund in the coming four years. The leadership team will likely need to make some tough decisions about how to prioritize the need and design the action steps to be included in the Perkins Local Application.

Appendix A: Reference Documents

Perkins V Law: https://cte.careertech.org/sites/default/files/PerkinsV_September2018.pdf

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 (Word and PDF)
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 (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 (LINK)
This guide from Advance CTE provides a tool for policy evaluation. An effective process for setting priorities is modeled in this guide.

Other Resources:

The needs assessment in Perkins V was modeled after the assessment created 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

Council of Chief State School Officers. December 5, 2018 **(LINK)**

Worksheets From: Using Needs Assessment for School and District Improvement

Council of Chief State School Officers. Julie Corbett and Sam Redding. 2017. **(LINK)**

Needs Assessment Guidebook

State Support Network. Cary Cuiccio and Mary Husby-Slater. May 2018 **(LINK)**

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).

Excerpt from document:

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

In-Person Tools for Generating Input

Tool	# of Participants	Best Suited for
Interviews	Individual or Small Group	Learning about individual perspectives on issues
Focus Groups	Small groups (15 or fewer)	Exploring attitudes and opinions in depth
Study Circles	Small (5-20)	Information sharing and focused dialogue
Public Meetings/Hearings	Large groups	Presenting information to and receiving comments or feedback from the public
Public Workshops (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	Varies, but usually involves "whole system"	Envisioning shared future, not making decisions
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

In-Person Tools for Generating Input		
Tool	# of Participants	Best Suited for
Charrettes	Small to medium	Generating comprehensive plans or alternatives
Electronic Democracy	Unlimited	Enabling the direct participation of geographically dispersed public at their convenience
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** in 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:			
Post-secondary CTE faculty:			
Post-secondary administrators:			
Members of local workforce development boards:			
*Member of regional economic development organization:			
Local Business and Industry Representatives:			
Parents and students:			
Representatives of special populations: Gender, race, ethnicity, migrant status, disability, economically disadvantaged, nontraditional, single parent, pregnant women, out of work individuals, English-language 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:			
Other stakeholders desired:			

APPENDIX D: PROGRAM QUALITY EVALUATION TOOLS

ACTE's Quality CTE Program of Study Framework

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. (LINK)

Rubric for Linked Learning Pathway Quality Review and Continuous Improvement

Guide to planning and implementing high quality linked learning pathways (LINK)

Design Specification for Implementing the College and Career Pathways System Framework

American Institutes for Research facilitator's guide for continuous improvement in designing a career pathway system. (LINK)