Questions:

1. What is the deadline to submit the CLNA report?

The report will be due on April 3rd.

2. Do I need to complete and submit the entire report?

YES, to be eligible for the Carl D. Perkins funds, a completed report must be submitted on or before April 3, 2020. If you would like to opt out of Perkins funding you must submit a letter, endorsed by your Governing Board or Superintendent, indicating that you are refusing Perkins funding. Your funds will then be added back into the formula and reallocated to the remaining eligible recipients.

In accordance to Perkins V §134 – Local Application for Career and Technical Education

§134 (a) Local Application Required "**Any eligible recipient desiring financial assistance under this part shall**, in accordance with requirements established by the eligible agency (Maine State Board of Education) submit a local application to the eligible agency. "

§134 (b) Contents

(1) a description of the results of the comprehensive needs assessment conducted under subsection (c);

(2) information on the career and technical education course offerings and activities that the eligible recipient will provide with funds under this part

(A) how the results of the comprehensive needs assessment described in subsection (c) informed the selection of the specific career and technical education programs and activities selected to be funded

§134 (c) Comprehensive Needs Assessment

(1) In general.—**To be eligible to receive financial assistance under this part, an eligible recipient shall—**

(A) conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application submitted under subsection (a); and

(B) not less than once every 2 years, update such comprehensive local needs assessment.

(2) Requirements – All requirements of the CLNA are listed here and align with the template you have been given to complete.

§134 (d) Consultation.—**In conducting the comprehensive needs assessment and developing the local application, an eligible recipient shall** involve a diverse body of stakeholders (this section goes on to list the REQUIRED stakeholders which are also included in the CLNA template you have been given to complete)

3. Identify members of the;
   a) Leadership Team

Leadership team members are not required but are suggested as a way of sharing the load. One school might focus on professional development and ways all in the area might improve; another might focus on labor market data to determine the needed programs in the area; and another might look at the subpopulation outcomes and how they might be improved.

   b) Regional Stakeholder Team
   c) Local Stakeholder Team
      i) Elaine Theriault- Mid Maine Chamber of Commerce/Central Maine Growth Council (Peter will confirm)

4. Membership requirements?

Membership requirements are included on pages 30-32 of the CLNA template and can be found in section 134 (d) and (e) of the Perkins V Act. You are required to give opportunity for members in the required categories to give input on your Perkins uses of funds. How you chose to interact with the members is up to you, but you will need evidence that they were given opportunity. For the State level groups, we did in person, email, survey, website information, and phone conversations. Just be sure to keep documentation to show people were given the opportunity to provide input and that you notified the public that you were going through the process in case they wanted to provide input. If you choose not to use the guidance of your stakeholder group… you must address why you chose not to do so in your CLNA document.

5. Beginning on pg. 5: once we've collected local data, will the Leadership group generalize the data- Analyzing and synthesizing for one report (question 4- CLNA Process: 4th page in- referring to template or will individual report be required to be submitted? IF we are all doing the individual reports, what is the work requirements of the Leadership Team?

All schools will be required to submit a completed document in order to receive funding, but if you are working as a group you may have some of the same information in strengths and weaknesses and action steps. As a school you must analyze your student outcome data to determine what areas you need to focus on to improve the outcomes of your students… especially the subpopulations of students in ethnicity and Perkins Special Population groups. That being said, working together on ways to improve those outcomes would be a great use of the team working together and can be used in your action steps. Look beyond your own school to see if other schools in your group have for supports in place that might move your school forward.

What is the work product for #4

Workforce data is one of the areas that Shawn and DOL will provide guidance on at the January 31st meeting. The requirement of Perkins is to ensure that you are using your Perkins funds on programs that address the workforce needs of your area. This does not require you to open or close programs, but you may need to focus your Perkins dollars on specific programs and use other funding sources for the programs that do not align with workforce needs.

6. Guidance on where to best get/collect information?? Steps 3-5–

Steps 3 and 5 you should be looking at your own schools and districts. For step 3 look at your programs and the programs of others in the group and analyze to see:

- do you have Perkins programs of study (as are required in order to receive funds),
- are your programs are aligned to postsecondary,
- what changes might be made in order to allow secondary students the opportunity to receive postsecondary credit,
- meet the academic and technical skill needs of students,
- are your programs aligned to the workforce needs,
- are you promoting your programs to all students… etc.

For step 4 you will look at the workforce data to determine the program needs in your area.

- are programs aligned to area workforce needs,
- are students preparing for occupations that will provide them with a career,
- are special populations students receiving training in programs that will allow them to be self-

supporting,

- if programs are under-enrolled in high demand occupations how might you interest kids in those occupations…etc.

For Step 5 you should be looking at your local school and district

- what supports are in place for new CTE teachers and staff,
- how do you recruit CTE teachers and staff,
- what professional development has worked well and what hasn't (group discussion around this would be great… what is needed for professional development and what could the state provide)
- any potential areas of change… etc.

7. Is there common language for all to use? Will MDOE be providing a pre-populated template for all to use (with the common data that all CTEs can use)

The template will not be prepopulated as you should be using these steps to determine what is needed in your area and in your school. The data has been provided and workforce information will be provided, but beyond that this should be self-reflection on what is needed in your school to improve CTE, make CTE more accessible for all students, and ensure all CTE students are able to succeed.

Pages 36-38 will be what you need to do at YOUR school based on the discussions that took place with your stakeholders (step 7) when reviewing the information in steps 1 to 6. What will you use your school's Perkins funds to focus on the needs that have been documented? If your Perkins grant application doesn't align to the needs determined in this process, then your use of funds will not be approved.

8. If a school does not meet that new 50% requirement by the DOE, are they automatically excluded from receiving ANY Perkins funds, or will their designated allotment be disbursed on a pro-rata basis? ("In order to receive Perkins funding, you must have at least one signed Perkins program of study. As part of our Perkins Maine State Plan, however, at least 50 % of your programs are required to have articulated programs of study. All programs of study MUST include the opportunity to receive postsecondary credit...")

Perkins funds are a formula grant and therefore schools will continue to receive funding at the formula level, however, if you are not meeting the requirements of the Act or the State Plan than the Federal DOE and/or the State DOE (or the State Board of Education) can require you to use your Perkins funds towards meeting those requirements. So if you decide not to do 50% of your programs as Programs of Study (which the requirement for 50% of your programs to be articulated was a requirement of the Perkins IV State Plan… this just requires you to have the additional sheet of paper signed), then you could be required to use all or a portion of your funds to become compliant.

9. Question...will this general data be sufficient to answer CLNA questions which seem to ask for specific data about sub-populations?

The data is only one piece of the picture of your student body. Yes the accountability is numbers, but the discussion piece should be more broad than just numbers. The top part of the CLNA is for you to gather information about your school so you can convey to your Stakeholders, and DOE, how your student body and the subgroups of that student body are doing. Do you do well with EL students? Do you have trouble recruiting a diverse student body? Do your programs support and/or accommodate students in the Perkins special population groups? Do your programs run at full capacity? Do you have waiting lists? Do your programs align to industry? Do your programs align to postsecondary and offer dual credit? Are your teachers up to date on certifications… both teaching and program? Do all students who want to come to CTE have the opportunity? Are you doing all you can to help ALL of your students succeed? What populations struggle? How do your student do with their academic programs?

These questions you should be able to answer without numbers… the numbers should tell the same story in numerical format. If we asked you these questions and left the word "data" out could you answer them? As we move forward in Perkins V we should have more data collected.

10. How are CTE subpopulation Concentrators including gender, race, and ethnicity performing on the Perkins accountability indicators. (by CTE program)

The question is asking how the different subgroups are doing as part of the overall group….are some really low…are some really high…. Can you see trends?….

You can also use additional local forms of data….examples-- data from your Infinite Campus system, (almost 60% of your population is from Lewiston), interviewing instructors, review internal reports (follow-up surveys)…

11. To clarify - page 10-Step 2: Analysis of CTE program quality:
In addition to answering the questions would the expectation be that there would be another document/attachment that indicates the size, scope and quality of each of our programs?

I do not need a separate document submitted… but if your Stakeholders need detailed information to provide guidance then you should create one. You need to gather enough information about all of your programs so you can provide your Stakeholders with enough information to develop your needs and your use of Perkins funds.

Are your programs of sufficient size to serve the population of high school students that want access to individual programs? Do you have a waiting list for programs? Do your students understand what occupations/options are available when they complete a program? Are your programs aligned to the workforce needs in your area and/or in the State? Do students obtain the skills they need to enter the workforce or postsecondary training? Do students pass the offered certifications/assessments? Do programs offer dual credit opportunities? Etc.

This is a deep look at your school, programs, staff, etc. to determine what the needs are at your school.