

MAINE DEPARTMENT OF EDUCATION

**Strengthening Career and Technical Education for the 21st Century
Act (Perkins V)
Local Needs Assessment**



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Signature of the Director X _____	Date:

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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).

There are five requirements for the Local Comprehensive Needs Assessment:

1. Evaluation of student performance by subgroup on Perkins core indicators.
2. Description of the CTE programs offered (size, scope, quality, and alignment to workforce needs).
3. Evaluation of the progress toward implementing CTE programs and programs of study.
4. Description of recruitment, retention and training for CTE educators and support professionals.
5. Description of progress toward implementing equal access to CTE for all students.

The needs assessment is designed as the foundation of Perkins V implementation and at the local **level it drives your local application development and future spending decisions**. It is a systematic set of procedures used to exam data elements, determine needs, and set priorities for future action. It is an essential part of an ongoing performance management cycle that includes both longer range performance goals and shorter-cycle implementation targets. The CLNA 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 Perkins CLNA must be **completed on a biennial basis** with a review of progress during the odd year. The assessment (or review) must be completed each year prior to the submission of the annual Perkins grant application and will be included in the process of application completion and submission. No grant application will be approved if the CLNA is not provided.

CLNA Process:

1. Identify Leadership Team (consisting of secondary and postsecondary eligible recipients): Team participants should include, at a minimum, Directors of secondary CTE and Perkins Grant managers of the community colleges within the region. You may also want to include additional secondary and postsecondary administrators, local workforce agency staff, and local economic development board members. The leadership team will help guide the work, set priorities, and meet deadlines. The team should be kept small but must include people that can assist in the task ahead.
2. Assign a Coordinator: One person should be given the responsibility to coordinate the work. This does not mean this individual does all of the work but serves more as project manager by coordinating meeting times, and ensuring deadlines are met.
3. Identify and gather data sources to be analyzed: Student performance and workforce data will be provided by DOE, but you also need school level program and student data to determine how you will use your local Perkins grant funds.

4. Complete the CLNA Template: Review and analyze the data with the leadership team to and complete the CLNA template to identify strengths and areas of growth along with weaknesses and areas of opportunities.
5. Identify Required Stakeholder Participants : Determine who will be part of your regional stakeholder group and your individual school stakeholder group and the processes you will use to engage both groups. Timelines, agendas, and correspondence will be part of your submittal requirements.
6. Engage stakeholders: Share the outcomes of the CLNA, the requirements of the local application, and the required uses of funds with your regional and local stakeholder groups to determine the CTE priorities to be funded with your Perkins grant.
7. Complete the Local Application: Based on stakeholder input complete the local application based on the stakeholder determined uses of funds. Only programs and activities identified in the CLNA can be supported with local Perkins funds.

CLNA Template:

The local needs assessment Template outlines all of the required steps and provides guidance for completion of each step. Keep in mind:

- All CLNA parts are required
- Incomplete CLNAs will not be approved
- You can add rows to provided tables as needed
- You must submit your data analysis documents with your CLNA

STEP 1: Analysis of Student Performance

STEP 2: Analysis of CTE Program Quality

STEP 3: Analysis of Programs of Study

STEP 4: Analysis of Labor Market Information

STEP 5: Analysis of CTE Professionals

STEP 6: Analysis of Equity of Access

Step 7: Stakeholder Engagement

CTE CLNA Template

Use of Perkins V funding is based on the results of the Comprehensive Local Needs Assessment. **Activities will not be approved for funding unless the school can demonstrate a need based on the completed CLNA.**

The Comprehensive Local Needs Assessment must be completed on a biennial basis with a review of progress in the interim. The assessment must be completed prior to completion of the grant application. Local applications will not be accepted without the corresponding local needs assessment

Leadership Team Coordinator(s):	
Name: _____ Contact: _____	
CLNA Leadership Team:	Contact Information:
Secondary:	
Postsecondary:	

STEP 1: Analysis of Student Data

Perkins V Section 134(c)(2)(A)

What Information Should Locals Collect: Student Performance Data	
<p>What does the law say? The local needs assessment will include: An evaluation of the performance of the students served by the eligible recipient with respect to State determined and local levels of performance established pursuant to section 113, including an evaluation of performance for special populations and each subgroup described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965.</p>	<p>What does the law mean? The local needs assessment must contain an evaluation of CTE concentrators' performance on the core performance indicators. While eligible recipients were already required to include accountability improvement plans as part of the local applications under Perkins IV, the performance evaluation for Perkins V must include a performance analysis of the subgroups (as defined in ESSA) and the expanded list of special populations.</p>

Each postsecondary and secondary institution will receive their student performance data based on the data submitted to the State for the past three years. The Leadership Team should meet and evaluate the student performance strengths, gaps, deficiencies and goals for improvement based on the data provided for both the region and the school.

Postsecondary Performance

1P1 – Postsecondary Retention and Placement

The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.

2P1 – Earned Recognized Postsecondary Credential

The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.

3P1 – Nontraditional Participation

The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

Secondary Performance

1S1 – Four-year Graduation Cohort Rate

The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).

2S1 – Academic Proficiency in Reading/Language Arts

CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in section 1111(b)(2) of such Act.

2S2 – Academic Proficiency in Mathematics

CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in mathematics as described in section 1111(b)(2) of such Act.

2S3 – Academic Proficiency in Science

CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in science as described in section 1111(b)(2) of such Act.

3S1 – Post-Program Placement

The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C.

12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.

4S1 – Nontraditional Program Concentration

The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

5S2 – Program Quality – Attained Postsecondary Credits

The percentage of CTE concentrators graduating from high school having attained postsecondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment or another credit transfer agreement.

	Strengths	Challenges
How are CTE Concentrators in each CTE program performing on the Perkins accountability indicators.		
How are special population CTE Concentrators performing on the Perkins accountability indicators. (by CTE program)		
How are CTE subpopulation Concentrators including gender, race, and ethnicity performing on the Perkins accountability indicators. (by CTE program)		
Which groups of CTE Concentrators are struggling the most?		
Where do the biggest gaps in performance exist between subgroups of CTE Concentrators?		
Which programs overall have the highest outcomes, and which have the lowest?		
How are special populations performing in CTE programs? Above average? Below average?		

	Strengths	Challenges
What are the trends across all CTE programs?		
What are the potential root causes of inequities in performance in each CTE program?		

<p style="text-align: center;">Step 1: Student Performance</p> <p>Ratings:</p> <ol style="list-style-type: none"> 1. Significant challenges exist 2. Some challenges exist and/or there is not a concrete plan to address them 3. Very few challenges exist and there are processes in place to address the remaining issues 4. No challenges exist 	<p>Rationale and Potential Action Steps</p> <p>It is important to capture thoughts clearly as you go to avoid repeating the process later.</p>
<p>Rating (circle one)</p>	
<p>1 2 3 4</p>	

Step 2: Analysis of CTE Program Quality

Perkins V Section 134(c)(2)(B)(i)

What Information Should Locals Collect: Size, Scope & Quality	
<p>What does the law say? The local needs assessment shall include a description of how career and technical education programs offered by the eligible recipient are sufficient in size, scope and quality to meet the needs of all students served by the eligible recipient...</p>	<p>What does the law mean? Size, scope and quality requirements must be reviewed through the needs assessment and included as part of the Perkins V local application. The state has the responsibility to establish the definition of these three requirements and has determined that only programs approved through the DOE CTE program approval process at the secondary level and through the Board of Trustee program approval process at the postsecondary level will be considered of sufficient size, scope, and quality.</p>

Size	Scope	Quality
<p>Size measures a program's capacity in areas such as:</p> <ul style="list-style-type: none"> • physical space • depth of curriculum • amount of available resources • number of staff involved • number of students served • ability to address all student learning outcomes 	<p>CTE programs should:</p> <ul style="list-style-type: none"> • prepare individuals for gainful employment in current or emerging technical occupations • lead to technical skill proficiency, an industry-recognized credential, a certificate or an associate degree • link programs across all learning levels • offer articulated credit • align programs with business and industry needs and local economic indicators • provide multiple entry and exit points to programs of study • emphasize development of essential workplace skills through applied academics • provide workplace learning opportunities to all students, including special populations 	<p>Program quality is the measure of how successfully each program addresses academic performance, workplace standards, competencies, and skills necessary for success within their program of study and include:</p> <ul style="list-style-type: none"> • meeting performance levels • alignment to projected employment demand • professional development to enhance student learning • program advisory committees • opportunity for students to earn postsecondary credit and, industry certification(s) • equitable access to CTE programs for ALL students • equipment and technology that allows students to attain relevant and rigorous technical skills

	Strengths	Challenges
Enrollment numbers in approved programs.		
Are all students who wish to access CTE programs able to do so and enroll in program of choice?		
Are secondary programs aligned to rigorous standards (mandated by Maine law for secondary programs)?		
Are programs aligned to postsecondary programs and offer opportunity for secondary students to earn postsecondary credits while in high school?		
Do programs develop a robust skill set in students?		
Are programs aligned to the workforce needs of the State and/or local region?		
Are programs offered with too low an enrollment to justify the costs?		

	Strengths	Challenges
Do some programs offer more opportunities for skill development than others, both in the classroom and through extended learning experiences?		
What populations of students are and are not accepted into programs? What are some of the reasons?		
How do programs compare in quality?		
Are programs linked across all learning levels and provide opportunity for Career Exploration/Career Development?		
How are programs evaluated to ensure continued size, scope, and quality?		

<p style="text-align: center;">Step 2: Program Quality</p> <p>Ratings:</p> <ol style="list-style-type: none"> 1. Significant challenges exist 2. Some challenges exist and/or there is not a concrete plan to address them 3. Very few challenges exist and there are processes in place to address the remaining issues 4. No challenges exist 	<p>Rationale and Potential Action Steps</p> <p>It is important to capture thoughts clearly as you go to avoid repeating the process later.</p>
<p style="text-align: center;">Rating (circle one)</p>	
<p style="text-align: center;">1 2 3 4</p>	

Step 3: Analysis of CTE Programs and Programs of Study

Perkins V Section 134(c)(2)(C)

What Information Should Locals Collect: Progress towards Implementing CTE Programs/Programs of Study	
What does the law say? The 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.

Program of Study Definition:

Perkins V Sec. 2(41)

The term 'program of study' means a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that—

- (A) incorporates challenging State academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;
- (B) addresses both academic and technical knowledge and skills, including employability skills;
- (C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area;
- (D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);
- (E) has multiple entry and exit points that incorporate credentialing;
- (F) provides opportunity for secondary students to obtain postsecondary credit for technical courses (Maine requirement); and
- (G) culminates in the attainment of a recognized postsecondary credential.

	Strengths	Challenges
Are programs fully aligned and articulated across secondary and postsecondary education?		
Do programs incorporate relevant academic, technical and employability skills at every learner level, including Career Exploration/Career Development?		
Can students earn dual-credit through participation in programs?		
Do students in Programs of Study have multiple entry and exit points?		
Do students in programs earn recognized postsecondary credentials?		
Are students being retained in the same program of study?		
What is the role of secondary and postsecondary 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?		
How are students provided information on CTE program opportunities?		

<p style="text-align: center;">Step 3: Program Quality</p> <p>Ratings:</p> <ol style="list-style-type: none"> 1. Significant challenges exist 2. Some challenges exist and/or there is not a concrete plan to address them 3. Very few challenges exist and there are processes in place to address the remaining issues 4. No challenges exist 	<p>Rationale and Potential Action Steps</p> <p>It is important to capture thoughts clearly as you go to avoid repeating the process later.</p>
<p style="text-align: center;">Rating (circle one)</p>	
<p style="text-align: center;">1 2 3 4</p>	

STEP 4: Analysis of Labor Market Data

Perkins V Section 134(c)(2)(B)(ii)

What Information Should Locals Collect: Labor Market Alignment	
<p>What does the law say?</p> <p>The local needs assessment will include a description of how CTE programs offered by the eligible recipient align 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 Comprehensive Local Needs Assessment may also identify programs designed to meet local education or economic needs not identified by State boards or local workforce development boards.</p>	<p>What does the law mean?</p> <p>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.</p>

Labor Market Data provided to assess the labor market in the State and region.

	Strengths	Challenges
Are programs are aligned to projected industry demand? (local, State, National)		
Does the school respond to changes in the labor market and develop new, or refine existing, CTE programs? If so how?		
Do industry partners indicate that students graduate ready to enter high-skill, high-demand, and high-wage industries without retraining?		
Do programs graduate students that thrive in the workplace?		
Do programs provide opportunities for student with disabilities, English learners, or other special populations to access the local labor market?		
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?		

	Strengths	Challenges
Do program collaborate with Workforce Development activities/opportunities?		
Are there coordinated efforts between education and workforce to utilize Federal funding efficiently?		

According to the data analysis, what programs/pathways are not offered but are needed in the region?

Need	Evidence from Maine Labor Market Data	Evidence from Regional Sources

According to the data analysis, what programs/pathways are offered but are not needed in the region?

Include programs offered for educational purposes that do not align to workforce needs.

Existing Programs/Pathways	Evidence from Maine Labor Market Data	Reason for offering these Programs/Pathways

<p style="text-align: center;">Step 4: Labor Market</p> <p>Ratings:</p> <ol style="list-style-type: none"> 1. Significant challenges exist 2. Some challenges exist and/or there is not a concrete plan to address them 3. Very few challenges exist and there are processes in place to address the remaining issues 4. No challenges exist 	<p>Rationale and Potential Action Steps</p> <p>It is important to capture thoughts clearly as you go to avoid repeating the process later.</p>
<p>Rating (circle one)</p>	
<p>1 2 3 4</p>	

STEP 5 : Analysis of CTE Professionals

Perkins V Section 134(c)(2)(D)

What Information Should Locals Collect: Recruitment, Retention and Training of Faculty and Staff	
What does the law say? The 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 and State, regional, and local demographics.

	Strengths	Challenges
Does the district's CTE staff reflect the demographic makeup of the student body?		
Are there processes in place to recruit new CTE educators?		
Does the school have a mentoring processes in place to support new CTE professionals?		
Are all educators teaching in programs adequately credentialed?		
Is regular, substantive, and effective professional development offered around academic and technical instruction based on identified need?		
Are mentoring processes efficient and effective, especially for educators coming from industry?		
What has been the impact on mentoring processes for new instructors, especially instructors coming from industry?		

<p>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.?</p>		
<p>In what CTE subject areas are more educators needed?</p>		

<p style="text-align: center;">Step 5: CTE Professionals</p> <p>Ratings:</p> <ol style="list-style-type: none"> 1. Significant challenges exist 2. Some challenges exist and/or there is not a concrete plan to address them 3. Very few challenges exist and there are processes in place to address the remaining issues 4. No challenges exist 	<p>Rationale and Potential Action Steps It is important to capture thoughts clearly as you go to avoid repeating the process later.</p>
<p style="text-align: center;">Rating (circle one)</p>	
<p style="text-align: center;">1 2 3 4</p>	

STEP 6 : Analysis of Access and Equity

What Information Should Locals Collect: Progress Towards Improving Access & Equity

What does the law say?

The 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.

What does the law mean?

This requirement is focused on supports for special populations. States assist locals in directing resources or supports to close performance gaps and remove barriers and to provide supports necessary to address different barriers and different populations.

Perkins V Sec. 2(48)

SPECIAL POPULATIONS.-- The term "special populations" means--

- (A) individuals with disabilities;
- (B) individuals from economically disadvantaged families, including low-income youth and adults;
- (C) individuals preparing for non-traditional fields;
- (D) single parents, including single pregnant women;
- (E) out-of-workforce individuals;
- (F) English learners;
- (G) homeless individuals;
- (H) youth who are in, or have aged out of, the foster care system; and
- (I) youth with a parent who is a member of the armed forces and on active duty

	Strengths	Challenges
Does the school provide equal access to all CTE programs for all Perkins subpopulations?		
Which population groups are underrepresented in CTE programs?		
Which population groups are over represented in CTE programs?		
What is the retention rate for each special population? How does it differ from the retention rate of non-special population students?		
When reviewing workforce and program data, what are the enrollment discrepancies in special population groups in programs that lead to high wage, high skill, in-demand occupations?		
What barriers currently exist that prevent each special population group from participating in CTE programs?		
Which recruiting efforts for special populations seem to be most effective? Which seem to produce little effect?		

	Strengths	Challenges
Which accommodations, modifications, and supportive services are most effective? Which are underutilized?		
What recruitment and retention efforts are in place for nontraditional students? (for Perkins nontraditional is based on underrepresented gender in an occupation)		

<p style="text-align: center;">Step 6: Equity and Access</p> <p>Ratings:</p> <ol style="list-style-type: none"> 1. Significant challenges exist 2. Some challenges exist and/or there is not a concrete plan to address them 3. Very few challenges exist and there are processes in place to address the remaining issues 4. No challenges exist 	<p>Rationale and Potential Action Steps</p> <p>It is important to capture thoughts clearly as you go to avoid repeating the process later.</p>
<p style="text-align: center;">Rating (circle one)</p>	
<p style="text-align: center;">1 2 3 4</p>	

Step 7: Stakeholder Engagement

What Role Should Stakeholders and Stakeholder Engagement Play in Upfront Input?

What does the law say?

In conducting the comprehensive needs assessment, and developing the local application, an eligible recipient shall involve a diverse body of stakeholders, including, at a minimum

1. Representatives of CTE programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals;
 2. Representatives of CTE programs at postsecondary educational institutions, including faculty and administrators;
 3. Representatives of the State board or local workforce development boards and local or regional industries;
 4. Parents and students;
 5. Representatives of special populations;
 6. Representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth;
 7. Representatives of Indian Tribes and Tribal organizations in the State, where applicable; and
- Any other stakeholders that the eligible agency may require the eligible recipient to consult.

What does the law mean?

Under Perkins V, eligible recipients now must consult with a wide array of stakeholders during the needs assessment process and the development of the local application. This is an expansion of the current consultation process that is included in Perkins IV related to the local plan. This provision aims to ensure that the local needs assessment takes into account a diversity of perspectives on how well the local CTE system is currently doing and where it needs to be improved to meet the needs of both learners and its economic region.

What Role Should Stakeholders and Stakeholder Engagement Play Annually?

What does the law say?

An eligible recipient will consult with stakeholders on an ongoing basis, as determined by the eligible agency. This may include consultation in order to:

1. Provide input on annual updates to the comprehensive needs assessment
2. Ensure programs of study are
 - a. responsive to community employment needs;
 - b. aligned with employment priorities in the State, regional, tribal, or local economy identified by employers, which may include in-demand industry sectors or occupations identified by the local workforce development board;
 - c. informed by labor market information;
 - d. designed to meet current, intermediate, or long-term labor market projections; and
 - e. allow employer input, including input from industry or sector partnerships in the local area, where applicable, into the development and implementation of programs of study, including activities such as the identification of relevant standards, curriculum, industry recognized credentials, and current technology and equipment;
3. Identify and encourage opportunities for work-based learning; and
4. Ensure funding under this part is used in a coordinated manner with other local resources.

What does the law mean?

Perkins V requires continued consultation with the stakeholder groups involved in the local needs assessment development, with specific parameters determined by the eligible agency. It supports the idea of maintaining a stakeholder group with representation from required groups and others who provide regular insight into the ongoing planning and implementation of quality CTE programs and programs of study.

	Strengths	Challenges
Were all required stakeholder groups included?		
Did all stakeholders have a voice in the CTE needs and uses of Perkins funding?		
What forms of communication were used? What worked? What didn't work?		
How will you continue engagement with your stakeholders?		
How will you engage with Stakeholders to ensure Perkins funds are used in coordinated manner with other local resources?		
How will you use your stakeholder group to ensure your programs are aligned with the labor market?		
How will you engage with your stakeholders to ensure your programs are aligned to required industry skills?		
How will you engage with your stakeholders to provide work-based learning opportunities for students?		

All listed are **required** in Perkins V.

Role	Name	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:			

Role	Name	Organization	Email/Contact
Members of local workforce development boards:			
Local Business and Industry Representatives:			
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:			

Role	Name	Organization	Email/Contact
Other stakeholders desired:			

<p align="center">Step 7: Stakeholder Engagement</p> <p>Ratings:</p> <ol style="list-style-type: none"> 1. Significant challenges exist 2. Some challenges exist and/or there is not a concrete plan to address them 3. Very few challenges exist and there are processes in place to address the remaining issues 4. No challenges exist 	<p>Rationale and Potential Action Steps</p> <p>It is important to capture thoughts clearly as you go to avoid repeating the process later.</p>
<p align="center">Rating (circle one)</p>	
<p align="center">1 2 3 4</p>	

Meeting with Stakeholders, determining local uses of Perkins funds, and completing the local Perkins application are the final steps. Using the information from the CLNA template, engage Stakeholders to determine local and regional goals. Be sure to provide your stakeholders with the six required uses of funds and the nine elements of the local application. **The required stakeholder input received through this CLNA process will identify programs and activities to be funded with your Perkins grant over the next few years.** These may be difficult decisions.

What are the Required Uses of Funds?	
<p>What does the law say?</p> <p>In addition to the overall requirement that local funds be used to support CTE programs of sufficient size, scope and quality to be effective (and reflect the needs assessment), the law includes six “required” activities:</p> <ol style="list-style-type: none"> 1. Provide career exploration and career development activities through an organized, systematic framework; 2. Provide professional development for a wide variety of CTE professionals; 3. Provide within CTE the skills necessary to pursue high-skill, high-wage or in-demand industry sectors or occupations; 4. Support integration of academic skills into CTE programs; 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increased student achievement; and 6. Develop and implement evaluations of the activities funded by Perkins (including the CLNA). 	<p>What does the law mean?</p> <p>The law specifies the required uses of funds that must be addressed by the local eligible recipient. The local application should require enough detail to document the impact of those funds on the requirement. The most important change to recognize is that the allocation of resources by local eligible recipients must be aligned with the results of the comprehensive local needs assessment, a significant shift from Perkins IV. While the majority of the current uses of funds are still covered, there are no longer discrete “required” and “permissive” uses of funds subsections, but instead, many of the former “permissive” uses are included as options under required activities. These options can be thought of as ways to accomplish the requirements.</p> <p>Key activities such as purchasing equipment and supporting CTSOs, work-based learning, and dual and concurrent enrollment, among numerous others (20 in total), are included under the elements that support implementation of programs and programs of study.</p>

What are the Local Application Requirements?

What does the law say?

Each eligible recipient must submit a local application to be eligible for funding, and the local application should cover the same time period as the state plan (four years). Eligible agencies can add additional requirements (as under current law), but the local application must include:

1. A description of the results of the comprehensive needs assessment;
2. Information on the CTE course offerings and activities to be provided with Perkins funds, including at least one state-approved program of study;
3. A description of how the eligible recipient, in collaboration with local workforce development partners, will provide a series of career exploration and career guidance activities;
4. A description of how the eligible recipient will improve the academic and technical skills of students participating in CTE programs;
5. A description of how the eligible recipient will provide activities to prepare special populations for high-skill, high-wage, or in-demand occupations; prepare CTE participants for non-traditional fields; provide equal access for special populations to CTE courses, programs, and programs of study; and ensure that members of special populations will not be discriminated against;
6. A description of the work-based learning opportunities for students participating in CTE programs and how the recipient will work with representatives from employers to develop or expand work-based learning;
7. A description of how the eligible recipient will provide students participating in CTE the opportunity to gain postsecondary credit while still attending high school;
8. A description of how the eligible recipient support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel; and
9. A description of how the eligible recipient will address disparities or gaps in performance between groups of students in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions that will be taken to eliminate these disparities or gaps

What does the law mean?

By replacing the “local plan” with “local application,” Perkins V is signaling that while funding may be allocated to an eligible recipient via the formula, the funds are not a guarantee. Funds are dependent on approval of a local application – and one that reflects the findings of the comprehensive needs assessment and stakeholder input.

States may choose to require additional components to the local application that align with state goals, including minimums or caps on how much funding can be dedicated toward certain purposes or priorities, such as programs of study.

Review your CLNA findings and stakeholder input to determine what steps to take. Likely there are considerably more issues and actions than can be addressed with Perkins funding. It is important to narrow the list of needs and priorities to a key set of actions that will have impact on:

- Closing performance gaps for special population groups;
- Improving program size, scope, and quality;
- Aligning programs to labor market needs;
- Improving program quality;
- Ensuring you have the best and most diverse CTE professionals; and
- Removing barriers that reduce access and success
- Engaging with stakeholders to align educational and workforce needs.

In prioritizing areas of need, consider more broad questions from each step of the CLNA template such as:

Step 1: Which performance areas are providing the most difficulty? For what CTE Concentrator groups? What can be done to address those gaps?

Step 2: Which programs are strong and need to be supported to continue to keep momentum? Which programs are struggling and need to be discontinued or reshaped to be of adequate size, scope, and quality? Are there specific components of program quality that present challenges across the career areas?

Step 3: Are secondary, Postsecondary, and support systems aligned to ensure students can move through their chosen Program of Study without barriers or replication? Are credentials awarded to students of economic value to students and employers?

Step 4: Are programs adequately addressing current and/or emerging employer needs? Will programs allow students to earn a living wage when they become employed?

Step 5: How can you recruit CTE professionals? What support is needed to retain effective CTE staff?

Step 6: Which subpopulations are struggling the most? Are there actions that would remove barriers immediately? What long term solutions are needed to ensure all subpopulations are successful?

Step 7: Were all stakeholder groups given a voice in the CLNA in order to provide input to complete the local Perkins application? What long term steps are needed to ensure stakeholders will continue to be engaged?

Application Requirements

Requirement		Action Steps
A	Review Step 2: Provide Career exploration and Career Development	
B	Review Step 5: Recruitment and Retention of CTE Professionals including Professional Development Opportunities	
C	Review Step 7: Provide Work-Based Learning Opportunities for CTE Students	
D	Review Steps 2: Integration of Academic Skills into CTE Programs to Improve Academic Skills	
E	Review Step 3: Development and Implementation of Perkins Programs of Study including Opportunities for Articulated/Dual Credit Attainment	

	Requirement	Action Steps
F	Review Step 6: Assure Equal Access for ALL Students including Special Populations and Diverse Demographics	
G	Review Steps 4, 6, and 7: Provide CTE Skills in High-Skill, High-Wage, or In-Demand Occupations (including Special Populations)	
H	Review Steps 4 and 7: Collaborate with Workforce Development Partners	
I	Review Step 3: Provide Information on CTE Programs to ALL Students	
J	Review Step 2: Development and Implementation of Evaluation of CTE Programs and Activities	
K	Review Step 3: Alignment of Secondary and Postsecondary CTE Programs	

Portions of this CLNA were derived from these Additional Resources

LifeReady Students by the National School Board Association's Commission to Close the Skills Gap

<https://www.nsba.org/-/media/NSBA/File/nsba-report-of-the-commission-to-close-the-skills-gap-2019.pdf?la=en&hash=0573C0365E3F5FE7B9ACF9BF374328E62DBB57EE>

Equity Gap Analysis - Local

https://www.napequity.org/nape-content/uploads/NAPE-Perkins-V-Local-Equity-Gap-Analysis-At-A-Glance_v3_10-29-18_ml.pdf

Comprehensive Local Needs Assessment

https://s3.amazonaws.com/PCRN/videos/Comprehensive_Local_Needs_Assessment_Discussion_Guide.pdf

Introducing the Comprehensive Local Needs Assessment

https://cte.careertech.org/sites/default/files/Maximizing_Perkins_Local_Needs_Assessment_March2019.pdf

Using Needs Assessments for School and District Improvement

<https://ccsso.org/sites/default/files/2017-12/Using%20Needs%20Assessments%20For%20School%20and%20District%20Improvement.pdf>