

Wyoming Perkins V: Comprehensive Local Needs Assessment Guidebook



Wyoming Department of Career and Technical Education
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Introduction

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

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

The comprehensive local needs assessment presents an unprecedented opportunity to:

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

This guidebook is intended to give Perkins V applicants a framework from which to structure their approach to the regional and local needs assessment efforts by translating the legal language into actionable steps that not only completes the requirements but also engages stakeholders in thoughtful program improvement. The guidebook is divided into the following sections:

- Introduction
- First Things First – Stakeholder Engagement
- Section One: Needs Assessment Framework
 - Part A: Evaluation of Student Performance
 - Part B: Evaluation of Program Quality
 - Size, Scope and Quality
 - Labor Market Alignment
 - Part C: Evaluation of CTE Programs and Programs of Study
 - Part D: Evaluation of Recruitment, Retention and Training of CTE Educators
 - Part E: Evaluation of Improving Equity and Access
- Section Two: Discussing and Recording Your Findings
 - CLNA Worksheets
- Section Three: Merging Findings and Setting Priorities
- Section Four: Getting Ready for the Local Application
- Final Thoughts
- Appendixes

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.

This guidebook was largely adapted from the Louisiana Perkins V: Comprehensive Local Needs Assessment Guidebook which was created with assistance from our national partners at Advance CTE and ACTE. We have borrowed liberally from their guidance documents. Anyone engaged in this process is encouraged to consult their work and other resources cited in Appendix A.

First Things First – Stakeholder Engagement

The comprehensive local needs assessment under Perkins V requires consultation with a variety of stakeholders throughout the initial needs assessment process and then in an ongoing fashion. This is an expansion of what was required for Perkins IV regarding stakeholder involvement in the local application. 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.

1. Identify a Leadership Team

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 assemble a leadership team to help guide the work, set priorities, and maintain priorities. The team should be kept small but must include people that can leverage systems to assist in the task ahead. Suggested participants on the leadership team should include secondary and postsecondary administrators and educators, local workforce agency staff, local economic development board members, and parents if appropriate.

TIP:

*One person should be given the responsibility to coordinate the work – **identify the wrangler**. This does not mean this individual does all of the work but serves more as project manager by coordinating meeting times, ensuring deadlines are met, and serving as a wrangler.*

2. Identify Required Stakeholder Participants

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

- Representatives of CTE programs from **both** secondary and postsecondary institutions including:
 - Teachers, instructors and faculty
 - Career guidance and advisory professionals
 - Administrators, principals
 - Specialized instructional support personnel and paraprofessionals
- Representatives of the State board, local workforce development board, 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. In Appendix B, there are resources provided from: [Public Participation Guide: Tools to Generate and Obtain Public Input](#). In addition to large group input sessions, the participation guide describes different tools to use with different sized groups and for different purposes. 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.

Comprehensive Local Needs Assessment Framework

The comprehensive local needs assessment has six required elements including an evaluation of student performance, CTE program quality, alignment to industry need, progress toward being a full program of study, a description of recruitment and retention of staff, and finally equity issues around access to high quality CTE programs for all students. Many of these elements are interwoven and insights gained in one part may be helpful in tackling another part.

Section One: Gathering Information

This first section of the framework provides a structure to begin to look at each of the required parts of the CLNA. In the following pages you will find this information for each part:

- Brief description
- Suggested materials to gather and consult
- Suggested priority participants in the discussion
- Ideas for consultation
- Questions to consider

This task will seem daunting and will require time. As you design your approach, one resource you may have within your school, district, college 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.

TIP:

*The next tip is to **share the load**. To do this, assign two people to be responsible for each part of the CLNA. While it will take everyone working 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

The comprehensive local needs assessment shall include an evaluation of student performance including special populations and each subgroup. The CLNA must contain an evaluation of CTE concentrators' performance on each of the core performance indicators. While you are already required to do this as part of your local plan under Perkins IV, the evaluation must now at a minimum include a performance analysis of the subgroups as well.

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. (listed in table below)

| Materials Needed | Suggested Stakeholders to Consult |
|--|---|
| <ul style="list-style-type: none"> • Perkins performance data for the past three years disaggregated by CTE program area and subpopulation groups including: <ul style="list-style-type: none"> ○ Gender ○ Race and ethnicity ○ Individuals with disabilities ○ Individuals from economically disadvantaged families including low-income youth and adults ○ Individuals preparing for nontraditional fields ○ Single parents including single pregnant women ○ Out of work individuals ○ English learners ○ Homeless individuals ○ Youth who are in or who have aged out of the foster care system ○ Youth with a parent who is on active duty military • Comparison data for ‘all’ students – Secondary comparisons for graduation rates, academic performance and placement – Postsecondary comparisons for credential attainment and placement. • Strategies utilized to address performance gaps for specific subgroups along with outcomes for the strategies attempted | <p>All stakeholders required by law particularly:</p> <ul style="list-style-type: none"> • Administrators • Secondary teachers • Postsecondary faculty • Academic and career advising professionals • Tribal organizations and representatives • Representatives of special populations • Data staff |
| Suggested Strategies for Consultation | |
| <ul style="list-style-type: none"> • Work group to examine data including educators, career guidance professionals, and representatives of special populations • Assemble educator groups by CTE career area to examine data | |
| Questions to Ask | |
| <ol style="list-style-type: none"> 1. How are students in each CTE program performing on federal accountability indicators in comparison to non-CTE students? 2. How are students from special populations performing in each CTE programs? 3. How are students from different genders, races and ethnicities performing in each CTE program? 4. Which groups of students are struggling the most in CTE programs? 5. Where do the biggest gaps in performance exist between subgroups of students? 6. Which CTE programs overall have the highest outcomes and which have the lowest? 7. Are there certain CTE programs where special populations are performing above average? Below average? 8. Is there a trend across all CTE programs? 9. What are the potential root causes of inequities in performance in each CTE program? | |

PART B: Evaluation of Program Quality

This second part of the local comprehensive needs assessment examines CTE program quality. Participants will examine programs to describe how local CTE programs are:

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

PART B-1: Size, Scope and Quality

What is size, scope and quality? These definitions are important to ensure funds are used to drive quality, equitable and impactful programs. As we move forward with the Perkins V state plan development, these terms will be newly defined but will be based on the broad definitions below. If you plan to tackle this section of the LCNA prior to adoption of the state plan, please use this information to review local programs of study.

Size:

In general, size refers to the quantifiable evidence, physical parameters and limitations of each approved program that relate to the ability of the program to address all student learning outcomes. Generally, size will be defined by items such as the required number of programs, required class size, availability of facilities and equipment to ensure quality, equity and access.

Scope:

Program scope provides curricular expectations of each program and/or program of study to cover the full breadth of its subject. Generally, scope involves the number of required courses, sequence, early postsecondary and work-based learning opportunities, the role of advisory committees and the role of Career Technical Student Organizations (CTSOs).

Quality:

Program quality provides expected outcomes and impact of each program and/or program of study including the ability to earn industry valued credentials, academic skills and access to high- skill, high- wage and in-demand programs.

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.

| Materials Needed | | |
|--|--|--|
| <p>Size (capacity focus):</p> <ul style="list-style-type: none"> • Total number of programs and 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 | <p>Scope (curricular focus):</p> <ul style="list-style-type: none"> • Documentation of CTE program course sequences from secondary to postsecondary including aligned curriculum • Credit transfer agreements for CTE programs • Data on student retention and transition from secondary to | <p>Quality (outcome focus):</p> <ul style="list-style-type: none"> • Curriculum standards and frameworks showing alignment to industry need • Assessments leading to credential of value • Partnership communication and engagement activities • Safety requirements |

| | | |
|---|---|--|
| <ul style="list-style-type: none"> • Number of students applying for the programs in the last three years, if applicable • Number of students on waiting lists, if applicable • Survey results assessing student interest in particular CTE programs | <p>postsecondary within the CTE program of study</p> <ul style="list-style-type: none"> • Descriptions of dual/concurrent enrollment programs, and data on student participation • Data on student credential attainment in each program disaggregated by student demographic and value of credential • Curriculum standards showing depth and breadth of program • Opportunities for extended learning within and across CTE programs of study | <ul style="list-style-type: none"> • Work based learning procedures • Career Technical Student Organization (CTSO) activities and alignment to curriculum • Data collection mechanisms • Program improvement processes • Placement in employment following program participation • Results of outside evaluation tools. Some examples are included in Appendix D |
|---|---|--|

Suggested Stakeholders to Consult

- All stakeholders required by law, particularly:
- Administrators, teachers and faculty
 - Representatives of special populations
 - Corrections education staff
 - Tribal organizations and representative
 - Parents and students
 - Career guidance and advisory professionals
 - Data staff

Suggested Strategies for Consultation

- Work group to examine data including educators, career guidance professionals, representatives of special populations, and employers.
- Face to face group of educators to examine data
- Focus group, interview or survey of:
 - parents and students,
 - employers,
 - separate group for those representing special populations, corrections educations, and Tribal organization
 - guidance staff

Questions to Ask

1. Am I offering programs in which students are choosing to enroll?
2. Am I offering programs with too low an enrollment to justify the costs in offering those programs?
3. Am I offering a sufficient number of courses, and course sections, within programs?
4. Are there students who want to enroll in my programs but are unable to do so?
5. What populations of students are and are not accepted into my programs? What are some of the reasons?
6. Can a student complete each program of study at my institution?
7. Do some of my programs offer more opportunities for skill development than others, both in the classroom and through extended learning experiences?

8. Have there been sufficient conversations with secondary, postsecondary and business/industry to have a robust skill set developed in each program?
9. How do my programs compare to a set of quality standards developed by my state or by a relevant third party?
10. How do specific program areas compare in quality?
11. How do specific components of my programs, such as work-based learning or instruction compare in quality?

PART B-2: Labor Market Alignment

Perkins V continues to focus on aligning programs of study to high wage, high skill or in demand occupations. In the local comprehensive needs assessment, eligible recipients will provide an analysis of how CTE programs are meeting workforce and economic development needs. The assessment will look at how different resources are used to determine which CTE programs of study are made available for students.

Ultimately this and subsequent CLNAs will inform your four-year Perkins application but in the event there is an unforeseen situation regarding the labor market, WDE-CTE will be your partner and figure out a solution and way forward. The needs assessment is required to be performed every two years but can be done more often if necessary.

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.

| Materials Needed | Suggested Stakeholders to Consult |
|---|--|
| <ul style="list-style-type: none"> • State and Local Labor Market Information (LMI) current and projected employment • LMI long- and intermediate- term labor market needs • Data dashboards provided through CareerOutlook and DataUSA (two online search engines) • Results of any available gap analysis on educational outcomes and employment needs (check with local workforce board) • 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 | <p>All stakeholders required by law, particularly:</p> <ul style="list-style-type: none"> • Administrators, teachers and faculty • Career guidance and advisement professionals • Business and community partners • Local workforce development and economic development boards • Former students • Data staff |

| Suggested Strategies for Consultation |
|--|
| <ul style="list-style-type: none"> • Work group to examine data including educators, career guidance professionals, and workforce development staff. • Focus group, interviews, study circle with: <ul style="list-style-type: none"> ○ Students and former students ○ Local agencies involved in workforce initiatives ○ Business, industry and community partners |
| Questions to Ask |
| <ol style="list-style-type: none"> 1. What are the highest projected growth industries in my community college service area? What occupations are part of that industry? 2. How are the CTE programs offered aligned to the demand? 3. How do CTE program enrollments match projected job openings? Where are the biggest gaps? 4. What are the emerging occupations and are programs available for students in those areas? 5. What skill needs have industry partners identified as lacking in my programs? 6. Which programs graduate employees that thrive in the workplace? Why? 7. What opportunities exist in my local labor market for student with disabilities, English learners or other special populations? 8. Am I offering CTE programs that are not aligned to demand? |

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

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.

Sec 3(41): *Program of Study*

A coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that:

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

All CTE Programs should strive to become High Quality CTE Programs of Study

Perkins funds can be used to support only those programs that meet (at a minimum) the Perkins Program of Study threshold and the middle school exploratory programs if identified in the CLNA.

| Materials Needed | Suggested Stakeholders to Consult |
|--|--|
| <ul style="list-style-type: none"> • Documentation of course sequences and aligned curriculum for each CTE program • Standards for academic, technical and employability skills taught per course • Credit transfer agreements for the program • Student retention and transfer trend data • 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 | <p>All stakeholders required by law, particularly:</p> <ul style="list-style-type: none"> • Secondary and postsecondary teachers/faculty • Administrators, teachers and faculty • Career guidance and advisement professionals • Tribal organizations and representative • Business and community partners • Local workforce development and economic development boards • Students and former students • Representatives of special populations • Data staff |
| Suggested Strategies for Consultation | |
| <ul style="list-style-type: none"> • Work group to examine data including educators, career guidance professionals, business and community leaders • Focus group, interviews, study circle with: <ul style="list-style-type: none"> ○ Students and former students ○ Representatives of special populations ○ Tribal organizations and representatives ○ Business, industry and community partners | |
| Questions to Ask | |
| <ol style="list-style-type: none"> 1. How fully are my programs aligned and articulated across secondary and postsecondary education? 2. Do my programs incorporate relevant academic, technical and employability skills at every learner level? 3. Do I have credit transfer agreements in place to help students earn and articulate credit? 4. Are students being retained in the same program of study? 5. Do students in the programs of study have multiple entry and exit points? 6. Are students in my programs earning recognized postsecondary credentials? Which credentials? 7. What is the role of secondary and postsecondary partners in current program of study design and delivery? 8. What is the role of business and industry partners in the current program of study development and delivery? | |

PART D: Recruitment, Retention and Training of CTE Educators

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

Section 134(c)(2)(D) states the needs assessment must include:

A description of how the eligible recipient will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.

| Materials Needed | Suggested Stakeholders to Consult |
|--|--|
| <ul style="list-style-type: none"> • 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 (at least past 5-10 years) • Trend data on educator and staff retention in terms of CTE area and demographics (at least past 5-10 years) | <p>All stakeholders required by law, particularly:</p> <ul style="list-style-type: none"> • Secondary and postsecondary teachers/faculty • Human Resource department members • Administrators, teachers and faculty • Career guidance and advisement professionals • Representatives of special populations • Tribal organizations and representatives • Data staff |
| Suggested Strategies for Consultation | |
| <ul style="list-style-type: none"> • Work group to examine data including educators, career guidance professionals, and human resources staff • Focus group, interviews, study circle with: <ul style="list-style-type: none"> ○ Veteran teachers ○ Developing teachers ○ Individuals charged with selecting, designing and implementing professional development ○ Human resource staff | |
| Questions to Ask | |
| <ol style="list-style-type: none"> 1. How diverse is my staff? Does it reflect the demographic makeup of the student body? 2. What processes are in place to recruit new educators? 3. What onboarding processes are in place to bring new professionals into this system? | |

4. Are these processes efficient and effective, especially for educators coming from industry?
5. Are all educators teaching in my programs adequately credentialed?
6. Do I offer regular, substantive and effective professional development around CTE academic and technical instruction based on identified need?
7. What has been the impact on mentoring and onboarding processes for new instructors, especially instructors coming from industry?
8. 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.?
9. Is there a process to develop or recruit CTE instructors from existing staff?
10. In what subject areas do I need to develop or recruit more educators?

PART E: Progress toward Improving Equity and Access

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

Section 134(c)(2)(E) states the needs assessment must include:

A description of progress toward implementation of equal access to high-quality career and technical education courses and program of study for all students including:

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

It is important to remind ourselves of who is included under the definition of special populations to ensure every special population is addressed in our needs assessment, our plan and our instructional services. The definition has broadened so it is important to check your data systems for access to information. (As a reminder, all definitions are included in section 3 of the new Perkins V act.)

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 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*
 - *Is on active duty status*

| Materials Needed | Suggested Stakeholders to Consult |
|--|--|
| <ul style="list-style-type: none"> • Program promotional materials • Recruitment activities for each special population • Career guidance activities for each special population • Processes for communicating and providing accommodations, modifications and supportive services for special populations • Available services to support all students, including special populations • Procedures for work-based learning for special population students • Information on accelerated credit and credentials available for special populations • Data on CTE participation and performance by each career area and each special population • Data on participation in CTSO in terms of special populations • Findings from the root causes and strategies analysis from the Student Performance components • Findings from the program quality component • Findings from surveys/focus groups with student, parents and/or community representatives of special populations. | <p>All stakeholders required by law particularly:</p> <ul style="list-style-type: none"> • Secondary and postsecondary teachers/faculty • Administrators, teachers and faculty • Career guidance and advisement professionals • Tribal organizations and representatives • Representatives of special populations • Data staff |
| Suggested Strategies for Consultation | |
| <ul style="list-style-type: none"> • Work group to examine data including educators, career guidance professionals, representatives of special populations. • Focus group, interviews, study circle with: <ul style="list-style-type: none"> ○ Students and former students ○ Parents ○ CTSO advisors ○ Representatives of special populations ○ Tribal organizations and representatives ○ Business, industry and community partners | |
| Questions to Ask | |
| <ol style="list-style-type: none"> 1. Which population groups are underrepresented in your CTE programs overall? And in each program area? 2. Which population groups are over-represented in CTE programs? 3. Looking back on the sections on program quality, labor market needs, and progress toward implementing programs of study, are there any enrollment discrepancies when comparing to programs that lead to high wage, high skill and in-demand occupations? 4. What is the difference between participant, concentrator and completer data for each special population? What is in place that encourages students to complete programs? What barriers are in place that prevent students from special populations from completing? 5. What barriers currently exist that prevent each special population group performing in your programs? 6. What accommodations, modifications and supportive services do you currently provide? Which are most effective? Which ones are underutilized? 7. What recruiting efforts are conducted to encourage special population students to enroll in high quality CTE programs? What seems to be effective? What seems to be producing little effect? | |

Section Two: Discussing and Recording Your Findings

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

The intent of the following pages would be to use the Word version of the document and record the discussion about each question.

CLNA Worksheets

A worksheet is provided below for each of the parts of the CLNA. There are two parts to the worksheet:

Rating

This section is to be completed at the end of the examination of the data and discussion of the questions. This will help gauge the extent to which the part of the CLNA is in place.

- It is important to agree on the meaning for each of the ratings provided. There are suggested terms for the ratings, but teams are encouraged to adjust them if desired.
- There is a section to capture ideas and actions that may have come up as possibilities in the discussion process.

Questions to Consider

This section contains each of the questions to consider from section one. There is room to collect information and notes for later use.

- Plus – Strengths, positive trends
- Delta – Challenges, downward trends, gaps

TIP:

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.*

The CLNA Worksheets follow.

CLNA Worksheet Part A

Review data collected including any notes from interviews, focus groups or other methodologies. Discuss each of these questions. Assign a notetaker to record the discussion **electronically** on this form. At the end, via consensus, assign a rating and rationale to this Part of the CLNA.

FILL this box in LAST

Ratings:

- 1 Significant gaps and/or multiple gaps exist
- 2 Some gaps exist and/or we do not have a concrete plan to address them
- 3 Very few gaps exist and we have processes in place to close the remaining gaps
- 4 No gaps exist

| PART A: Evaluation of Student Performance | |
|---|---|
| Rating | Rationale and Potential Action Steps It is important to capture your thinking clearly here in order to avoid repeating work later in the process. |
| | |

DO this part FIRST

Plus – strengths, going well, want to continue

Delta – challenge, needs work, needs change, lacking

| Questions to Consider | Plus - Notes | Delta - Notes |
|--|--------------|---------------|
| PART A: Evaluation of Student Performance | | |
| 1. How are students in each CTE program performing on federal accountability indicators in comparison to non-CTE students? | | |
| 2. How are students from special populations performing in each CTE program? | | |
| 3. How are students from different genders, races and ethnicities performing in each CTE program? | | |

| Questions to Consider | Plus - Notes | Delta - Notes |
|--|--------------|---------------|
| 4. Which groups of students are struggling the most in CTE programs? | | |
| 5. Where do the biggest gaps in performance exist between subgroups of students? | | |
| 6. Which CTE programs overall have the highest outcomes and which have the lowest? | | |
| 7. Are there certain CTE programs where special populations are performing above average? Below average? | | |
| 8. Is there a trend across all CTE programs? | | |
| 9. What are the potential root causes of inequities in performance in each CTE program? | | |

CLNA Worksheet Part B-1

Review data collected including any notes from interviews, focus groups or other methodologies. Discuss each of these questions. Assign a note taker to record the discussion **electronically** on this form. At the end, via consensus, assign a rating and rationale to this Part of the CLNA.

FILL this box in LAST

Ratings:

- 1 Significant gaps and/or multiple gaps exist
- 2 Some gaps exist and/or we do not have a concrete plan to address them
- 3 Very few gaps exist and we have processes in place to close the remaining gaps
- 4 No gaps exist

| PART B-1: Program Size, Scope and Quality | |
|---|---|
| Rating | Rationale and Potential Action Steps It is important to capture your thinking clearly here in order to avoid repeating work later in the process. |
| | |

DO this part FIRST

Plus – strengths, going well, want to continue
Delta – challenge, needs work, needs change, lacking

| Questions to Consider | Plus - Notes | Delta - Notes |
|---|--------------|---------------|
| PART B-1: Program Size, Scope and Quality | | |
| 1. Are we offering programs in which students are choosing to enroll? | | |
| 2. Are we offering programs with too low an enrollment to justify the costs in offering those programs? | | |
| 3. Are we offering a sufficient number of courses, and course sections, within programs? | | |

| Questions to Consider | Plus - Notes | Delta - Notes |
|---|--------------|---------------|
| 4. Are there students who want to enroll in our programs but are unable to do so? | | |
| 5. What populations of students are and are not accepted into our programs? What are some of the reasons? | | |
| 6. Can a student complete each program of study at our institution? | | |
| 7. Do some of our programs offer more opportunities for skill development than others, both in the classroom and through extended learning experiences? | | |
| 8. Have there been sufficient conversations with secondary, postsecondary and business/industry to have a robust skill set developed in each program? | | |
| 9. How do our programs compare to a set of quality standards developed by our state or by a relevant third party? | | |
| 10. How do specific program areas compare in quality? | | |
| 11. How do specific components of our programs, such as work-based learning or instruction compare in quality? | | |

CLNA Worksheet Part B-2

Review data collected including any notes from interviews, focus groups or other methodologies. Discuss each of these questions. Assign a note taker to record the discussion **electronically** on this form. At the end, via consensus, assign a rating and rationale to this Part of the CLNA.

FILL this box in LAST

Ratings:

- 1 Significant gaps and/or multiple gaps exist
- 2 Some gaps exist and/or we do not have a concrete plan to address them
- 3 Very few gaps exist and we have processes in place to close the remaining gaps
- 4 No gaps exist

| PART B-2: Labor Market Alignment | |
|----------------------------------|---|
| Rating | Rationale and Potential Action Steps It is important to capture your thinking clearly here in order to avoid repeating work later in the process. |
| | |

DO this part FIRST

Plus – strengths, going well, want to continue
 Delta – challenge, needs work, needs change, lacking

| Questions to Consider | Plus - Notes | Delta - Notes |
|--|--------------|---------------|
| PART B-2: Labor Market Alignment | | |
| 1. What are the highest projected growth industries in our region? What occupations are part of that industry? | | |
| 2. How are CTE programs offered, aligned to the demand? | | |
| 3. How do CTE program enrollments match projected job openings? Where are the biggest gaps? | | |

| Questions to Consider | Plus - Notes | Delta - Notes |
|---|--------------|---------------|
| 4. What are the emerging occupations and are programs available for students in those areas? | | |
| 5. What skill needs have industry partners identified as lacking in our programs? | | |
| 6. Which programs graduate employees that thrive in the workplace? Why? | | |
| 7. What opportunities exist in our local labor market for student with disabilities, English learners or other special populations? | | |
| 8. Are we offering CTE programs that are not aligned to demand? | | |

CLNA Worksheet Part C

Review data collected including any notes from interviews, focus groups or other methodologies. Discuss each of these questions. Assign a note taker to record the discussion **electronically** on this form. At the end, via consensus, assign a rating and rationale to this Part of the CLNA.

FILL this box in LAST

Ratings:

- 1 Significant gaps and/or multiple gaps exist
- 2 Some gaps exist and/or we do not have a concrete plan to address them
- 3 Very few gaps exist and we have processes in place to close the remaining gaps
- 4 No gaps exist

| PART C: Progress Toward Implementing CTE Programs and Programs of Study | |
|---|---|
| Rating | Rationale and Potential Action Steps It is important to capture your thinking clearly here in order to avoid repeating work later in the process. |
| | |

DO this part FIRST

Plus – strengths, going well, want to continue

Delta – challenge, needs work, needs change, lacking

| Questions to Consider | Plus - Notes | Delta - Notes |
|--|--------------|---------------|
| PART C: Progress Toward Implementing CTE Programs and Programs of Study | | |
| 1. How fully are our programs aligned and articulated across secondary and postsecondary education? | | |
| 2. Do our programs incorporate relevant academic, technical and employability skills at every learner level? | | |
| 3. Do we have credit transfer agreements in place to help students earn and articulate credit? | | |

| Questions to Consider | Plus - Notes | Delta - Notes |
|---|--------------|---------------|
| 4. Are students being retained in the same program of study? | | |
| 5. Do students in the programs of study have multiple entry and exit points? | | |
| 6. Are students in our programs earning recognized postsecondary credentials? Which credentials? | | |
| 7. What is the role of secondary and postsecondary partners in current program of study design and delivery? | | |
| 8. What is the role of business and industry partners in the current program of study development and delivery? | | |

CLNA Worksheet Part D

Review data collected including any notes from interviews, focus groups or other methodologies. Discuss each of these questions. Assign a note taker to record the discussion **electronically** on this form. At the end, via consensus, assign a rating and rationale to this Part of the CLNA.

FILL this box in LAST

Ratings:

- 1 Significant gaps and/or multiple gaps exist
- 2 Some gaps exist and/or we do not have a concrete plan to address them
- 3 Very few gaps exist and we have processes in place to close the remaining gaps
- 4 No gaps exist

| PART D: Recruitment, Retention and Training of CTE Educators | |
|--|---|
| Rating | Rationale and Potential Action Steps It is important to capture your thinking clearly here in order to avoid repeating work later in the process. |
| | |

DO this part FIRST

Plus – strengths, going well, want to continue
 Delta – challenge, needs work, needs change, lacking

| Questions to Consider | Plus - Notes | Delta - Notes |
|---|--------------|---------------|
| PART D: Recruitment, Retention and Training of CTE Educators | | |
| 1. How diverse is our staff? Does it reflect the demographic makeup of the student body? | | |
| 2. What processes are in place to recruit new educators? | | |
| 3. What onboarding processes are in place to bring new professionals into this system? | | |

| Questions to Consider | Plus - Notes | Delta - Notes |
|---|--------------|---------------|
| 4. Are these processes efficient and effective, especially for educators coming from industry? | | |
| 5. Are all educators teaching in our programs adequately credentialed? | | |
| 6. Do we offer regular, substantive and effective professional development around CTE academic and technical instruction based on identified need? | | |
| 7. What has been the impact on mentoring and onboarding processes for new instructors, especially instructors coming from industry? | | |
| 8. 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.? | | |
| 9. Is there a process to develop or recruit CTE instructors from existing staff? | | |
| 10. In what subject areas do we need to develop or recruit more educators? | | |

CLNA Worksheet Part E

Review data collected including any notes from interviews, focus groups or other methodologies. Discuss each of these questions. Assign a note taker to record the discussion **electronically** on this form. At the end, via consensus, assign a rating and rationale to this Part of the CLNA.

FILL this box in LAST

Ratings:

- 1 Significant gaps and/or multiple gaps exist
- 2 Some gaps exist and/or we do not have a concrete plan to address them
- 3 Very few gaps exist and we have processes in place to close the remaining gaps
- 4 No gaps exist

| PART E: Progress Toward Improving Equity and Access | |
|---|---|
| Rating | Rationale and Potential Action Steps It is important to capture your thinking clearly here in order to avoid repeating work later in the process. |
| | |

DO this part FIRST

Plus – strengths, going well, want to continue
Delta – challenge, needs work, needs change, lacking

| Questions to Consider | Plus - Notes | Delta - Notes |
|--|--------------|---------------|
| PART E: Progress Toward Improving Equity and Access | | |
| 1. Which population groups are underrepresented in our CTE programs overall? And in each program area? | | |
| 2. Which population groups are over-represented in CTE programs? | | |

| Questions to Consider | Plus - Notes | Delta - Notes |
|---|--------------|---------------|
| <p>3. Looking back on the sections on program quality, labor market needs, and progress toward implementing programs of study, are there any enrollment discrepancies when comparing to programs that lead to high wage, high skill and in-demand occupations?</p> | | |
| <p>4. What is the difference between participant, concentrator and completer data for each special population? What is in place that encourages students to complete programs? What barriers are in place that prevent students from special populations from completing?</p> | | |
| <p>5. What barriers currently exist that prevent each special population group performing in our programs?</p> | | |
| <p>6. What accommodations, modifications and supportive services do we currently provide? Which are most effective? Which ones are underutilized?</p> | | |
| <p>7. What recruiting efforts are conducted to encourage special population students to enroll in high quality CTE programs? What seems to be effective? What seems to be producing little effect?</p> | | |

Section Three: Merging Findings and Setting Priorities

Finishing the CLNA and beginning the local application for Perkins funds are the next steps in the process and will require input from the required partners. Be creative and use your resources to get that valuable input. It does not have to happen in a large public forum but might create more thoughtful outcomes when employing those other engagement strategies listed in the appendix.

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 use of funds and the nine elements of the local application 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 providing the most difficulty? For what student groups? What can be done to address those needs?
- Part B-1: 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 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, postsecondary 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 is needed 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 are long term solutions to ensuring 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.

Section Four: Getting Ready for the Local Application

This section is still under development.

Final Thoughts

As we embark on the first year of the Perkins Comprehensive Local Needs Assessment, there will be many discoveries locally and across the state. At the state level there is also a large stakeholder group that will assist with goals, priorities and activities. The information gained locally will be invaluable in shaping activities to strengthen Career and Technical Education across Wyoming.

Appendix A: Reference Documents

Perkins V Guidance:

A Guide for State Leaders: Maximizing Perkins V's Comprehensive Local Needs Assessment & Local Application to Drive Quality and Equity in CTE ([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:

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

Using Needs Assessments for School and District Improvement: A Tactical Guide
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

<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 |

In-Person Tools for Generating Input

| Tool | # of Participants | Best Suited for |
|---|---|---|
| World Cafes | Very adaptable, involving multiple simultaneous conversations (4-8 in each small group) | Fostering open discussion of a topic and identifying areas of common ground |
| Charrettes | 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 *. NOTE: * denotes if adopted, the Louisiana Perkins Plan will add these as required partners.

| Role | Person | 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 | | | |
| | | | |
| | | | |
| *Postsecondary career guidance and advising professionals | | | |
| | | | |
| | | | |
| *Representatives of regional or local agencies serving out-of-school youth, homeless children and youth and at-risk youth. | | | |
| | | | |
| | | | |

| Role | Person | Organization | Email/Contact |
|---|--------|--------------|---------------|
| Members of local workforce development boards | | | |
| | | | |
| | | | |
| *Member of regional economic development organization | | | |
| | | | |
| | | | |
| Local Business and Industry Representatives | | | |
| | | | |
| | | | |
| Parents and students | | | |
| | | | |
| | | | |
| Representatives of special populations: <i>Gender, race, ethnicity, migrant status, disability, economically disadvantaged, nontraditional, single parent, pregnant women, out of work individuals, English learners, homeless, foster care, active duty military.</i> | | | |
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| | | | |
| Representatives of Indian Tribes and Tribal organizations | | | |
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| Other stakeholders desired | | | |
| | | | |
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| | | | |

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](#))

Appendix E: Career and Technical Education Progression of Programs

High Quality Perkins Program of Study (POS)

- **Grade 9-16 sequence** of contextualized and hands on courses - 3 or more credits (secondary)
- **Industry approved** skill set; **Statewide** industry credential
- Career **guidance** and support for success; Integrated pathway leading to occupations
- **Regional** teams develop and evaluate POS every two years
- **Instructor collaboration** at all levels to ensure alignment - **bimonthly meetings**
- Identified in needs assessment
- State and Local Funding; **Perkins** Supplemental Funding

Perkins CTE Program of Study

- **Grade 9-16 sequence** of contextualized and hands on courses - at least 2 credits (secondary)
- **Industry approved** skill set; **Regional** or **state focus** list industry credential
- Career **guidance** and support for success; Integrated pathway leading to occupations
- **Regional** teams develop and evaluate POS every two years
- **Instructor collaboration** at all levels to ensure alignment - **bimonthly meetings**
- Identified in needs assessment
- State and Local Funding; **Perkins** Supplemental Funding

Exploring Interests and Careers in High School

- Loose **collection of CTE** and other courses for students to gain knowledge of careers; **explore** skills; prepare for entry level jobs and/or further education.
- Culminates in **regional** industry credential
- Based on regional market demand and **career diploma requirements**
- State and Local Funds

Exploring Interests and Careers in Middle School

- **Interest based** activities and/or courses offered during or outside of school time.
- Based on teacher, student or community interest
- State and Local Funds; **Perkins** if identified in needs assessment