



Wyoming Perkins V

Comprehensive Local Needs Assessment (CLNA) Guidebook



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Wyoming Department of 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 requirement for local applicants to conduct a comprehensive local needs assessment (CLNA) and update it at least every two years.

The 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 CLNA 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
- Regularly engage in conversation with stakeholders around the quality and impact of local CTE programs and systems

TIP: The CLNA can be completed in odd numbered years in preparation for the Wyoming Perkins V biannual application, which is to be completed in even numbered years. *Please note: JobsEQ updates their employment data in June of each year.*

This guidebook² 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.

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.

² This guidebook was adapted from the Louisiana Comprehensive Local Needs Assessment Guidebook which was created with a hefty assist from our national partners at Advance CTE and ACTE. We have borrowed liberally from their guidance documents.

Table of Contents

Identify a Leadership Team	1
Identify Required Stakeholder Participants	1
Comprehensive Local Needs Assessment (CLNA) Framework	2
Section One: Gathering Information	2
Part A: Evaluation of Student Performance	2
Part B: Evaluation of Program Quality	4
Part B-1: Size, Scope and Quality	4
Part B-2: Labor Market Alignment	6
Part C: Progress Toward Implementing CTE Programs of Study	8
Part D: Recruitment, Retention and Training of CTE Educators	9
Part E: Progress toward Improving Equity and Access	11
Section Two: Discussing and Recording Your Findings	14
CLNA Worksheet Part A	15
CLNA Worksheet Part B-1	17
CLNA Worksheet Part B-2	20
CLNA Worksheet Part C	22
CLNA Worksheet Part D	24
CLNA Worksheet Part E	27
Section Three: Merging Findings and Setting Priorities	30
Final Thoughts	31

First Things First –

Stakeholder Engagement

The CLNA under Perkins V requires consultation with a variety of stakeholders throughout the initial needs assessment process and then in an ongoing fashion. Prior to embarking on the CLNA, the following steps will help lay the groundwork for a rigorous and meaningful CLNA through clear preparation and organization. Don't be afraid to think of consultation in a broad fashion.

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.

TIP: The local Perkins Advisory Board/Council may be used as your leadership team.

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 of study from both secondary and postsecondary institutions including:
 - o Teachers, instructors and faculty
 - o Career counselors and advisory professionals
 - o Administrators, principals
 - o Specialized instructional support personnel and paraprofessionals
- Representatives of the Wyoming Workforce Development Council, regional economic development organizations, and local business and industry
- Parents and students
- Representatives of special populations
- Representatives of regional or local agencies serving special populations
- Representatives of Indian Tribes and Tribal organizations (where applicable)

Comprehensive Local Needs Assessment (CLNA) Framework

The CLNA has six required elements including an evaluation of student performance, CTE program of study 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 of study 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 may 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: Share the load. To do this, assign one (1) to two (2) people to lead and be responsible for each part of the CLNA. While it will take everyone working together, it will be the leader'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. The leader's role is not to make a 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 CLNA 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 local performance indicator targets. This is a requirement of your local plan under Perkins V.

Section 134(c)(2)(A) states the needs assessment must 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 for special populations and each subgroup described in Section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965."

TIP: A data dashboard is provided by the WDE CTE Team each year at the Technical Education Assistance Meeting (T.E.A.M.).

Materials Needed	Suggested Stakeholders to Consult
<ul style="list-style-type: none"> Perkins performance data for the past three (3) years disaggregated by program of study 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 military active duty 	<ul style="list-style-type: none"> All stakeholders required by law particularly: <ul style="list-style-type: none"> Administrators Secondary teachers Postsecondary faculty Academic and career advising Representatives of special populations Data staff Tribal organizations and representatives (if applicable)

Suggested Strategies for Consultation
<ul style="list-style-type: none"> Strategies utilized to address performance gaps for specific subgroups along with outcomes for the strategies attempted Work group to examine data including educators, career counselors, and representatives of special populations Assemble educator groups by CTE career area to examine data
Questions to Answer in Worksheet Part A
<ol style="list-style-type: none"> Which groups of students are struggling the most in programs of study? Where do the biggest gaps in performance exist between subgroups of students? Which programs of study have the highest outcomes overall, and which have the lowest outcomes overall? Which programs of study have special populations that are performing above average? Which programs of study have special populations that are performing below average? What trends are identified across all programs of study? What are the potential causes of inequities in performance in each program of study? How are students from different genders, races and ethnicities performing in each program of study?

Part B: Evaluation of Program Quality

This second part of the CLNA examines program of study quality. Participants will examine programs of study to describe how local programs of study 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 Wyoming Workforce Development Council
- Designed to meet local education or market needs not identified by the Wyoming Workforce Development Council

PART B-1: Size, Scope and Quality

What is size, scope and quality? These definitions are set forth by the Wyoming Perkins V Advisory Council and are included in the approved Wyoming Perkins V state plan. They are important to ensure funds are used to drive quality, equitable and impactful programs.

SIZE

The term “size” as defined by the Wyoming Perkins V Advisory Council at the secondary level in order to receive Perkins V funding means a minimum of two (2) programs of study that align to the CLNA, provide an opportunity for students to complete a program of study within four (4) years, and produces an average of three concentrators on a three year rolling average. The individual courses that constitute a program of study should take into consideration the available space, equipment/technology, safety and teacher to student ratio for a quality student experience. The term “size” as defined by the Wyoming Perkins V Advisory Council at the postsecondary level in order to receive Perkins V funding means a program that meets the enrollment requirements established by the community college and are considered to be of sufficient size while providing a two (2) year CTE associate degree, one (1) year certificate program, and programs leading to industry-recognized certifications.

SCOPE

The term “scope” as defined by the Wyoming Perkins V Advisory Council means that a program in order to receive Perkins V funding must provide opportunity for acceleration as evidenced by at least one (1) secondary/postsecondary credit transfer agreement (through dual or concurrent enrollment) or articulation agreement in place; rigorous academic and technical standards, employability skills aligned with challenging academic standards; an industry recognized credential; participation in work-based learning experiences; identified concentrator courses within a program of study; and must be identified as meeting two (2) of the three (3) parameters of in-demand; high-wage; high-skill according to the CLNA.

QUALITY

The term “quality” as defined by the Wyoming Perkins V Advisory Council means an educational program that is working to close student equity gaps in access and completion; to effectively use data to inform and improve student success; provide professional development to faculty and staff; and encourage student attainment of relevant, rigorous technical skills. In addition a “quality” program must complete a CLNA every two (2) years, have an advisory council for each program of study that meets at least twice a year, annually submit program data showing progress toward performance targets, employ faculty that meet the minimum licensure requirements as established by the Wyoming Professional Teaching Standards Board (PTSB) (or HLC or accrediting agency) and hold an appropriate, valid license; and must connect to a Career Technical Student Organization (CTSO) that is co-curricular and led by a teacher that meets the minimum licensure requirements as established by the Wyoming Professional Teaching Standards Board (PTSB) and hold an appropriate, valid license for CTE.

Section 134(c)(2)(B)(i) states:

"Sufficient in size, scope and quality to fit the needs of all students served by the eligible recipient; and..."

Materials Needed		
Size (capacity focus)	Scope (curricular focus)	Quality (outcome focus)
<ul style="list-style-type: none"> ▪ Total number of programs of study and number of courses within each program of study ▪ CTE participant and concentrator enrollments for the past three (3) years, aggregate and is aggregated ▪ Capacity of each program of study for the past three (3) years ▪ Number of students applying for each program of study in the last three (3) years, if applicable ▪ Number of students on waiting lists for programs of study, if applicable ▪ Survey results assessing student interest in particular programs of study 	<ul style="list-style-type: none"> ▪ Documentation of programs of study course sequences and aligned curriculum from secondary to post-secondary ▪ MOU/transfer/articulation agreements ▪ Data on student retention and transition from secondary to post-secondary within programs of study ▪ Descriptions of dual and concurrent enrollment programs of study and student participation data ▪ Disaggregated data of Student credential attainment data by program of study by student demographic and credential ▪ Curriculum standards showing depth and breadth of program ▪ Opportunities for extended learning within and across programs of study 	<ul style="list-style-type: none"> ▪ Curriculum standards and frameworks showing alignment to industry need ▪ Curriculum standards and frameworks showing alignment to post-secondary opportunities ▪ Dual and concurrent enrollment MOU/transfer/articulation agreements ▪ Assessments leading to an industry recognized credential ▪ Partnership communication and engagement activities ▪ Safety requirements ▪ Work-based learning policies ▪ CTSO activities and alignment to curriculum ▪ Data collection mechanisms ▪ Program improvement processes ▪ Placement in employment following program participation ▪ Results of outside evaluation tools

Suggested Strategies for Consultation
<ul style="list-style-type: none"> ▪ Work group to examine data including educators, career counselor professionals, and workforce development staff. ▪ Focus group, interviews, work group with: <ul style="list-style-type: none"> o Students and former students o Local agencies involved in workforce initiatives o Business, industry and community partners

Questions to Answer in Worksheet Part B-1

1. Which programs of study commonly are chosen by students resulting in full enrollment or a waiting list?
2. Which programs of study are commonly NOT chosen by students resulting in enrollment too low to justify the costs, or are commonly canceled?
3. Generally speaking which programs of study have a sufficient number of courses and sections to meet student demand?
4. Generally speaking which programs of study have an insufficient number of courses to meet student demand?
5. Describe the alignment between programs of study from the middle school to the high school. From high school to post-secondary programs of study.
6. Identify the barriers for students who want to enroll in programs of study, but are unable to do so.
7. What populations of students are and are not accepted into programs of study? What are the reasons?
8. List the programs of study that cannot be completed at the students' home school or campus.
9. Which programs of study offer more opportunities for skill development than others, both in the classroom and through extended learning experiences?
10. Summarize the conversations held with secondary, post-secondary and business/industry to have a robust skill set developed in each program.
11. How do the programs of study meet each of the requirements of a high quality program as defined in Wyoming Perkins V state plan?
12. How do the programs of study meet each of the requirements of a high quality program as defined in Wyoming Perkins V state plan?
13. In which programs of study do students have an opportunity to earn post-secondary credit through dual or concurrent enrollment?

Part B-2: Labor Market Alignment

Perkins V continues to focus on aligning programs of study to high wage, high skill and in-demand occupations. In the CLNA, eligible recipients will provide an analysis of how programs of study are meeting workforce and economic development needs. This assessment will utilize a variety of resources to determine which CTE programs of study are made available for students.

Ultimately this and subsequent CLNAs will inform your biennial Perkins application. The needs assessment is required to be performed every two (2) years but can be done more often if desired.

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

"(I) aligned to State, regional, Tribal or local in-demand industry sectors or occupations identified by the State workforce development board described in section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111) referred to in this section as the "State board" or local workforce development board, including career pathways, where appropriate; or

(II) designed to meet local education or economic needs not identified by State boards or local workforce development boards."

Materials Needed	Suggested Stakeholders to Consult
<ul style="list-style-type: none"> ▪ JobsEQ state and local Labor Market Information (LMI) for current and projected employment ▪ JobsEQ LMI long- and intermediate- term labor market needs ▪ Data dashboards provided through the Perkins V report generated by JobsEQ ▪ JobsEQ gap analysis regarding educational outcomes and employment needs ▪ Input from local business and industry representatives, with reference to opportunities for special populations ▪ Post-graduate follow-up survey data ▪ CTE program of study concentrator data for three (3) years program size, scope and quality analysis 	<ul style="list-style-type: none"> ▪ All stakeholders required by law particularly: <ul style="list-style-type: none"> o Administrators o Secondary teachers o Postsecondary faculty o Academic and career advising o Business and community partners o Local Wyoming Workforce Development Council o Data staff o Former students

Suggested Strategies for Consultation
<ul style="list-style-type: none"> ▪ Work group to examine data including educators, career counselor professionals, and workforce development staff. ▪ Focus group, interviews, work group with: <ul style="list-style-type: none"> o Students and former students o Local agencies involved in workforce initiatives
Questions to Answer in Worksheet Part B-2
<ol style="list-style-type: none"> 1. What are the highest projected growth industries in our region? What occupations are part of that industry? 2. What are the highest growth industries in a 75 mile radius of Wyoming? What occupations are part of that industry? 3. How are the programs of study offered to students aligned to the demand? 4. How do program of study enrollments match projected job openings? Where are the biggest gaps? 5. What are the emerging occupations and are programs of study available for students in those areas? 6. Which programs of study graduate employees that thrive in the workplace? Why? 7. What opportunities exist locally for students with disabilities, English learners or other special populations? 8. Which programs of study are not aligned to demand?

Part C: Progress Toward Implementing CTE 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):

"Programs of Study.-The term "program of study" means a coordinated, non-duplicative 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; and

(F) 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 of study if identified in the CLNA and the biannual application.

Materials Needed	Suggested Stakeholders to Consult
<ul style="list-style-type: none">Documentation of course sequences and aligned curriculum for each CTE program of study	<ul style="list-style-type: none">All stakeholders required by law particularly:<ul style="list-style-type: none">AdministratorsSecondary teachersPostsecondary facultyAcademic and career advisingBusiness and community partnersLocal Wyoming Workforce Development CouncilData staffFormer students

Suggested Strategies for Consultation
<ul style="list-style-type: none"> ▪ Work group to examine data including educators, career counselor professionals, business and community leaders ▪ Focus group, interviews, work group with: <ul style="list-style-type: none"> o Students and former students o Representatives of special populations o Tribal organizations and representatives (if applicable) o Business, industry and community partners
Questions to Answer in Worksheet Part C
<ol style="list-style-type: none"> 1. Which programs of study are completely aligned and articulated across secondary and post-secondary education? 2. Which relevant academic, technical and employability skills are incorporated in each program of study at every level? 3. List the institutional MOU/transfer/articulation agreements in place to help students earn and articulate credit. 4. Which programs of study are retaining students? 5. Identify the multiple entry and exit points for each program of study. 6. List the credentials students are earning in each program of study. 7. What role do secondary and post-secondary partners currently serve in program of study design, development and delivery? 8. What role do business and industry partners currently serve in program of study design, development and delivery?

Part D: Recruitment, Retention and Training of CTE Educators

The CLNA will also assess the educator workforce in your programs of study. This is not just about teachers, instructors and faculty but also includes specialized instructional support personnel, paraprofessionals and career counselor 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 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 ▪ Educators' needs and preference survey or focus results ▪ 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) 	<ul style="list-style-type: none"> ▪ All stakeholders required by law, particularly: <ul style="list-style-type: none"> o Administrators o Secondary teachers o Postsecondary faculty o Academic and career advising o Human Resource staff o Representatives of special populations o Tribal organizations and representatives (if applicable) o Data staff

Suggested Strategies for Consultation
<ul style="list-style-type: none"> ▪ Work group to examine data including educators, career counselor professionals, and human resources staff. ▪ Focus group, interviews, work group with: <ul style="list-style-type: none"> o Veteran teachers o Developing teachers o Individuals charged with selecting, designing and implementing professional development o Human resource staff

Questions to Answer in Worksheet Part D

1. How diverse is district/college staff? Does it reflect the demographic makeup of the student body?
2. What processes are in place to recruit new educators?
3. What onboarding process is in place to bring new professionals into the system? Is the process efficient and effective, especially for educators coming from industry?
4. Identify programs of study taught by educators adequately credentialed.
5. What regular, substantive and effective professional development is offered around CTE academic and technical instruction based on identified need?
6. Is the mentoring and onboarding process impactful for new instructors, especially instructors coming from industry? How is the impact measured?
7. 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.?
8. What process is used to develop or recruit CTE instructors from existing staff?
9. In what subject areas do more educators need to be developed or recruited?
10. Identify all full time educators who are on track to meet the 75 hour focused professional development as required in the Wyoming Perkins V state plan.

Part E: Progress toward Improving Equity and Access

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

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 programs of study for all students, including-

- (i) strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;*
- (ii) providing programs that are designed to enable special populations to meet the local levels of performance; and*
- (iii) 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."*

The definition of special population is included to ensure that each special population is addressed in the CLNA, the district/college plan and instructional services.

Sec. 3(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-work-individuals;*
- (F) English learners;*
- (G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);*
- (H) youth who are in, or have aged out of, the foster care system; and*
- (I) youth with a parent who-*
 - (i) is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and*
 - (ii) is on active duty (as such term is defined in section 101(d)(1) of such title)";*

Materials Needed	Suggested Stakeholders to Consult
<ul style="list-style-type: none"> ▪ Program promotional materials ▪ Recruitment activities for each special population ▪ Career counselor 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 ▪ Disaggregated data on CTE participation and performance in each program of study ▪ Disaggregated data on participation in CTSO in terms of special populations ▪ Findings from surveys/focus groups with student, parents and/or community representatives of special populations 	<ul style="list-style-type: none"> ▪ All stakeholders required by law, particularly: <ul style="list-style-type: none"> o Administrators o Secondary teachers o Postsecondary faculty o Academic and career advising o Representatives of special populations o Tribal organizations and representatives (if applicable) o Data staff

Suggested Strategies for Consultation

- Work group to examine data including educators, career counselor professionals, and representatives of special populations.
- Focus group, interviews, work group with:
 - o Students and former students
 - o Parents
 - o CTSO advisors
 - o Representatives of special populations
 - o Tribal organizations and representatives (if applicable)
 - o Business, industry and community partners

Questions to Answer in Worksheet Part E

1. Which special population groups are underrepresented in programs of study overall?
2. Which population groups are over-represented in programs of study?
3. Looking back at the sections on program quality, labor market needs, and progress toward implementing programs of study, are there any enrollment discrepancies when comparing to programs of study that lead to high-wage, high-skill and in-demand occupations?
4. What is the difference between participant and concentrator data for each special population? What is in place that encourages students to complete programs of study? What barriers (real or perceived) are in place that prevent students from special populations from completing a program of study?
5. What barriers currently exist that prevent each special population group from performing in programs of study?
6. What accommodations, modifications and supportive services are currently provided? Which are most effective? Which are underutilized?
7. What recruiting efforts are conducted to encourage special population students to enroll in high quality programs of study? What seems to be effective? What seems to be ineffective?

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 leader(s). 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 part 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

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.

CLNA Worksheet Part A

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.

Plus – strengths, going well, want to continue

Delta – challenge, needs work, needs change, lacking

Part A: Evaluation of Student Performance		
Question	Plus - Notes	Delta - Notes
1. Which groups of students are struggling the most in programs of study?		
2. Where do the biggest gaps in performance exist between subgroups of students?		
3. Which programs of study have the highest outcomes overall, and which have the lowest outcomes overall?		
4. Which programs of study have special populations that are performing above average?		
5. Which programs of study have special populations that are performing below average?		
6. What trends are identified across all programs of study?		
7. What are the potential causes of inequities in performance in each program of study?		
8. How are students from different genders, races and ethnicities performing in each program of study?		

Overall Rating: Via consensus use the rating scale below to assign a score that reflects the findings, as answered in Plus and Delta Part A.

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 <i>It is important to capture your thinking clearly here in order to avoid repeating work later in the process.</i>

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.

Plus – strengths, going well, want to continue

Delta – challenge, needs work, needs change, lacking

Part B-1: Program Size, Scope and Quality		
Question	Plus - Notes	Delta - Notes
1. Which programs of study commonly are chosen by students resulting in full enrollment or a waiting list?		
2. Which programs of study are commonly NOT chosen by students resulting in enrollment too low to justify the costs, or are commonly canceled?		
3. Generally speaking which programs of study have a sufficient number of courses and sections to meet student demand?		
4. Generally speaking which programs of study have an insufficient number of courses to meet student demand?		
5. Describe the alignment between programs of study from the middle school to the high school. From high school to post-secondary programs of study.		
6. Identify the barriers for students who want to enroll in programs of study, but are unable to do so.		

Question	Plus - Notes	Delta - Notes
7. What populations of students are and are not accepted into programs of study? What are the reasons?		
8. List the programs of study that cannot be completed at the students' home school or campus.		
9. Which programs of study offer more opportunities for skill development than others, both in the classroom and through extended learning experiences?		
10. Summarize the conversations held with secondary, post-secondary and business/industry to have a robust skill set developed in each program?		
11. How do the programs of study meet each of the requirements of a high quality program of study as defined in Wyoming Perkins V state plan?		
12. Which programs of study offered are leading to high wage, high skill and in-demand employment opportunities?		
13. In which programs of study do students have an opportunity to earn post-secondary credit through dual or concurrent enrollment?		

Overall Rating: Via consensus use the rating scale below to assign a score that reflects the findings, as answered in Plus and Delta Part B-1.

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 <i>It is important to capture your thinking clearly here in order to avoid repeating work</i>

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.

Plus – strengths, going well, want to continue

Delta – challenge, needs work, needs change, lacking

Part B-2: Labor Market Alignment		
Question	Plus - Notes	Delta - Notes
1 What are the highest projected growth industries in our region? What occupations are part of that industry?		
2. What are the highest growth industries in a 75 mile radius of Wyoming?		
3. What occupations are part of that industry?		
4 How are the programs of study offered to students aligned to the demand?		
5. How do program of study enrollments match projected job openings? Where are the biggest gaps?		
6. What are the emerging occupations and are programs of study available for students in those areas?		
7. Which programs of study graduate employees that thrive in the workplace? Why?		
8. What opportunities exist locally for students with disabilities, English learners or other special populations?		

Question	Plus - Notes	Delta - Notes
9. Which programs of study are not aligned to demand?		

Overall Rating: Via consensus use the rating scale below to assign a score that reflects the findings, as answered in Plus and Delta Part B-2.

- 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 <i>It is important to capture your thinking clearly here in order to avoid repeating work</i>

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.

Plus – strengths, going well, want to continue

Delta – challenge, needs work, needs change, lacking

Part C: Progress Toward Implementing CTE Programs and Programs of Study		
Question	Plus - Notes	Delta - Notes
1. Which programs of study are completely aligned and articulated across secondary and post-secondary education?		
2. Which relevant academic, technical and employability skills are incorporated in each program of study at every level?		
3. List the institutional MOU/ transfer/articulation agreements in place to help students earn and articulate credit.		
4. Which programs of study are retaining students?		
5. Identify the multiple entry and exit points for each program of study.		
6. List the credentials students are earning in each program of study.		
7. What role do secondary and post-secondary partners currently serve in program of study design, development and delivery?		

Question	Plus - Notes	Delta - Notes
8. What role do business and industry partners currently serve in program of study design, development and delivery?		

Overall Rating: Via consensus use the rating scale below to assign a score that reflects the findings, as answered in Plus and Delta Part C.

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 <i>It is important to capture your thinking clearly here in order to avoid repeating work</i>

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.

Plus – strengths, going well, want to continue

Delta – challenge, needs work, needs change, lacking

Part D: Recruitment, Retention and Training of CTE Educators		
Question	Plus - Notes	Delta - Notes
1. How diverse is district/ college staff? Does it reflect the demographic makeup of the student body?		
2. What processes are in place to recruit new educators?		
3. What onboarding process is in place to bring new professionals into the system? Is the process efficient and effective, especially for educators coming from industry?		
4. Identify programs of study taught by educators adequately credentialed.		
5. What regular, substantive and effective professional development is offered around CTE academic and technical instruction based on identified need?		
6. Is the mentoring and onboarding process impactful for new instructors, especially instructors coming from industry? How is the impact measured?		

Question	Plus - Notes	Delta - Notes
7. 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.?		
8. What process is used to develop or recruit CTE instructors from existing staff?		
9. In what subject areas do more educators need to be developed or recruited?		
10. Identify all full time educators who are on track to meet the 75 hour focused professional development as required in the Wyoming Perkins V state plan?		

Overall Rating: Via consensus use the rating scale below to assign a score that reflects the findings, as answered in Plus and Delta Part D.

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 <i>It is important to capture your thinking clearly here in order to avoid repeating work</i>

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.

Plus – strengths, going well, want to continue

Delta – challenge, needs work, needs change, lacking

Part E: Progress Toward Improving Equity and Access		
Question	Plus - Notes	Delta - Notes
1. Which special population groups are underrepresented in programs of study overall?		
2. Which population groups are over-represented in programs of study?		
3. Looking back at the sections on program quality, labor market needs, and progress toward implementing programs of study, are there any enrollment discrepancies when comparing to programs of study that lead to high-wage, high-skill and in-demand occupations?		
4. What is the difference between participant and concentrator data for each special population? What is in place that encourages students to complete programs of study? What barriers (real or perceived) are in place that prevent students from special populations from completing a program of study?		

Question	Plus - Notes	Delta - Notes
5. What barriers currently exist that prevent each special population group from performing in programs of study?		
6. What accommodations, modifications and supportive services are currently provided? Which are most effective? Which are underutilized?		
7. What recruiting efforts are conducted to encourage special population students to enroll in high quality programs of study? What seems to be effective? What seems to be ineffective?		

Overall Rating: Via consensus use the rating scale below to assign a score that reflects the findings, as answered in Plus and Delta Part E.

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 <i>It is important to capture your thinking clearly here in order to avoid repeating work</i>

Section Three: Merging Findings and Setting Priorities

Finishing the CLNA and beginning the local application for Perkins V 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.

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 local application.

The next part of the needs assessment is the most challenging. It is time to review your findings and determine what steps to take. It is likely that there are more issues 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, post-secondary and support systems aligned to ensure students can move through the pathway without barriers or replication? Are credentials awarded to students of economic value to students and employers?
- **PART D:** How can you get teachers to join your staff? What support 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 V local application.

Final Thoughts

As we embark on a new year of the Perkins V CLNA, 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 CTE across Wyoming.