

Perkins V Comprehensive Local Needs Assessment (CLNA)

Washington Template



Washington Office of Superintendent of
PUBLIC INSTRUCTION



WASHINGTON
Workforce
Training & Education Coordinating
Board

What are the minimal requirements of the CLNA

1. 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:
 - strategies to overcome barriers that result in lower rates of access to, or performance gaps 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. **(Element 1)**
2. An evaluation of student performance served by your district or college, based on state and locally determined levels of performance, including the evaluation of performance for special populations and subgroups. **(Element 2)**
3. A description of how offered CTE programs are:
 - Sufficient in size, scope and quality to meet the needs of all students served by your district or college; and
 - Aligned to state, regional, Tribal, or local in-demand industry sectors or occupations identified by the state or local workforce development board, including career pathways, where appropriate; or
 - Designed to meet other local education or economic needs identified through other sources. **(Element 3)**
4. An evaluation of progress toward the implementation of career and technical education programs and programs of study. **(Element 4)**
5. A description of how your district or college 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. **(Element 5)**

For Partnerships Conducting a CLNA

Eligible recipients can opt to complete an individual CLNA or partner with one or more local educational agencies (secondary and/or postsecondary) to conduct the CLNA. Keep in mind, however, that most data must be collected on each individual agency's programs to meet the Perkins V requirements for the CLNA. Partnerships must be established from the start of your CLNA process, with the partners participating together to inform the CLNA development.

Perkins Leadership Team

Use the below template to identify the organizational leadership responsible for leading the CLNA process. This template should identify which Perkins recipient institutions (School District(s)/Skill Center(s)/Community and Technical College(s)) are involved with the completion of this template. This template should reflect the leadership team behind the CLNA, not the stakeholders consulted as part of the CLNA process.

Please add additional cells as needed.

Name	School District/Institution	Email/Contact Info	Role

CLNA Stakeholders

Identify stakeholders involved in the evaluation of program data and completion of the CLNA. If an individual involved represents multiple roles, please identify both the primary and secondary role, if applicable. If “representative of a special population” or “other stakeholder” has been identified, please include the specific representation within the table below.

Please add additional cells as needed.

The Representative drop down includes representative of:

- Basic Education for Adults/Title II WIOA
- Economic Development/ADO
- Local Business and Industry Representative
- Local Workforce Development Area Representative
- Parent
- Postsecondary Administrator
- Postsecondary Career Counseling and Advising Professionals
- Postsecondary CTE Faculty
- Representatives of Indian Tribes and Tribal Organizations
- Representatives of Special Populations
- Secondary Administrator
- Secondary Career and Guidance Counselor
- Secondary Counselor

- Secondary CTE Administrator
- Secondary CTE Educator
- Secondary Instructional Support/Paraprofessionals
- Student
- Youth/Adult Corrections Education Representative
- Other Relevant Stakeholders

For the purposes of "Other relevant stakeholders" please identify the appropriate representation.

For the purposes of special populations, representation may include gender, race/ethnicity, and/or members representing economically disadvantage, youth in, or aged out of, foster care system, students with disabilities, English learners, migrant students, Homeless students, or students with a parent in active military.

[illegible]

[illegible]

Local Needs Assessment Element 1: Improving Equity and Access

Respond to the narrative prompt in consideration of the data collected from interviews, focus groups, or other methodologies. The response should identify strategies to overcome barriers that result in lower rates of access to, or performance gaps for, special populations and ways that programs are designed to enable special populations to meet the local levels of performance. Additionally, the responses should identify that activities are designed 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 for CTE students. The evidence or data source used to inform should be identified in the chart below.

1.A What is your equity-based approach for maximizing student potential to increase success in your CTE programs?

Current State	Desired State	Evidence/Data Source

1.B What is your approach to provide outreach to special and/or historically underserved populations?

Current State	Desired State	Evidence/Data Source

1.C What counselling or guidance resources do your college or district provide to ensure equitable access to both state and federal financial aid for special and underserved populations?

Current State	Desired State	Evidence/Data Source

1.D Describe your progress toward the implementation of equal access to high-quality career and technical education courses and programs of study for all students.

--

Element 1: Improving Equity and Access

Action Plan for Improving Equity and Access

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

Strategies in Priority Order:

Rating (circle one)

1 2 3 4

Local Needs Assessment Element 2: Evaluation of Student Performance

Respond to the narrative prompt in consideration of the data collected from interviews, focus groups, or other methodologies. The below questions will provide an evaluation of student performance served by your district or college, based on state and locally determined levels of performance, including the evaluation of performance for special populations and subgroups. The evidence or data source used to inform should be identified in the chart below.

2.A Where are the biggest gaps in Perkins Performance Indicators among CTE programs?

Current State	Desired State	Evidence/Data Source

2.B Where are the biggest gaps in Perkins Performance Indicators among student demographic subgroups?

Current State	Desired State	Evidence/Data Source

2.C Where are the biggest gaps in Perkins Performance Indicators among Perkins special populations?

Current State	Desired State	Evidence/Data Source

2.D In which CTE programs is the enrollment of one gender over 75% of the total program enrollment? Where there are program disparities in performance in either 4S1 or 3P1, what is being done to address them?

Current State	Desired State	Evidence/Data Source

2.E Which performance measurements were missed, if any, and what factors contributed to that performance outcome? *

Current State	Desired State	Evidence/Data Source

Element 1: Evaluation of Student Performance

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

Rating (circle one)

1 2 3 4

Action Plan for Improving Student Performance

Strategies in Priority Order:

Local Needs Assessment Element 3: Evaluation of CTE Programs: Alignment including Size, Scope & Quality

Respond to the narrative prompt in consideration of the data collected from interviews, focus groups, or other methodologies. The response below will identify how CTE programs are sufficient in size, scope, and quality; are aligned to state, regional, tribal, or local-in demand industry sectors, and are aligned to meet economic and labor needs. The evidence or data source used to inform should be identified in the chart below.

3.A Which of your programs are experiencing difficulty meeting the state approved secondary or post-secondary definitions of size, scope, and quality? Why?

Current State	Desired State	Evidence/Data Source

3.B Which programs do not yet incorporate current industry standard equipment, appropriate classroom and laboratory space, and/or quality instructional materials?

Current State	Desired State	Evidence/Data Source

3.C How does your district or college partner with stakeholders to ensure program alignment to workforce needs?

Current State	Desired State	Evidence/Data Source

3.D What strategies are in place to recruit and retain employers participating in work-based learning? What should be added?

Current State	Desired State	Evidence/Data Source

3.E How are you evaluating employer satisfaction with the learners they supervise and the quality of the work-based learning experiences? How are program outcomes met and/or reinforced by work-based learning activities?

Current State	Desired State	Evidence/Data Source

3.F Do you have adequate CTE program design? Adequate CTE design indicators include growing and sustainable enrollment, meaningful programs of study, articulation agreements, sequenced progression of courses within program area, meaningful credentials, and program evaluation.

Current State	Desired State	Evidence/Data Source

3.G Describe how your offered CTE Programs are sufficient size, scope, and quality to meet the demands of students served by your district or college, and are:

- Aligned to State, regional, Tribal, or local in-demand industry sectors or occupations; or
- Designed to meet other local education or economic needs identified through other sources.

Element 3: Evaluation of CTE Programs	Action Plan for Improving CTE Programs
---------------------------------------	----------------------------------------

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	Strategies in Priority Order:
Rating (circle one) 1 2 3 4	

Local Needs Assessment Element 4: Implementation of Programs and CTE Programs of Study

Respond to the narrative prompt in consideration of the data collected from interviews, focus groups, or other methodologies. The responses should identify progress toward the implementation of career and technical education programs and programs of study. The evidence or data source used to inform should be identified in the chart below.

4.A How do programs partner with secondary, postsecondary, adult basic education, local workforce development boards, and business/industry representatives to ensure programs of study are aligned to a postsecondary pathway?

Current State	Desired State	Evidence/Data Source

4.B How does your district/college ensure that CTE faculty and teachers are involved in the design and approval of programs of study and articulation agreements?

Current State	Desired State	Evidence/Data Source

4.C How do you ensure your programs of study are responsive to community employment needs, are informed by labor market information, and allow for employer input?

Current State	Desired State	Evidence/Data Source

4.D How do your programs of study lead to credentials of workplace value that provide all students opportunities for living wage employment, with an emphasis on the Perkins special populations and student subgroups?

Current State	Desired State	Evidence/Data Source

Element 4: Programs and CTE Programs of Study

Action Plan for Improving Programs and CTE Programs of Study

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

Rating (circle one)

1 2 3 4

Strategies in Priority Order:

Local Needs Assessment Element 5: Recruitment, Retention and Training of CTE Educators

Respond to the narrative prompt in consideration of the data collected from interviews, focus groups, or other methodologies. The responses will describe how your district or college 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. The evidence or data source used to inform should be identified in the chart below.

5.A How do your staff and faculty demographics compare with your student demographics?

Current State	Desired State	Evidence/Data Source

5.B What processes are in place to recruit new CTE educators who reflect your student population?

Current State	Desired State	Evidence/Data Source

5.C What strategies are used to support the retention of high-quality CTE educators? For secondary programs, include the process to determine the extension of limited certification of CTE educators in your district.

Current State	Desired State	Evidence/Data Source

5.D What training and/or resources are available to your staff and faculty to ensure culturally responsive and inclusive programming?

Current State	Desired State	Evidence/Data Source

Element 5: Recruitment, Retention and Training of CTE Educators

Action Plan for Improving Recruitment, Retention and Training of CTE Educators

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

Rating (circle one)

1 2 3 4

Strategies in Priority Order:

Comprehensive Local Needs Assessment Summary

Summarize the information from each required element, identifying the priority work activity areas based upon the results of your CLNA. Once the priority areas are identified, please estimate the amount of funding used through Perkins V. The priority strategies may be duplicated from your CLNA before.

Element 1: Improving Equity and Access

Rating	Priority Strategies	Estimated Funding Use (\$)

Element 2: Evaluation of Student Performance

Rating	Priority Strategies	Estimated Funding Use

Element 3: Evaluation of CTE Programs: Alignment including Size, Scope, & Quality

Rating	Priority Strategies	Estimated Funding Use

Element 4: Implementation of Programs & CTE Programs of Study

Rating	Priority Strategies	Estimated Funding Use

Element 5: Recruitment, Retention, and Training of CTE Educators

Rating	Priority Strategies	Estimated Funding Use

--	--	--

Local Needs Assessment Required Stakeholder Verification

This form must be completed to verify the engagement of each of the required stakeholders. Please indicate the stakeholder engaged, the organization or company represented, and how the stakeholder was engaged in the Evidence of Engagement column. Evidence could be completing a survey, attending a meeting, focus group, etc.

[illegible]

Required Stakeholder	Name of Stakeholder	Organization/Company	Evidence of Engagement
5. Representatives of special populations including 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-workforce individuals; English learners; homeless individuals: youth who are in, or have aged out of, the foster care system; youth with a parent who is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and is on active duty (as such term is defined in section 101(d)(1) of such title.			
6. Representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965)			
7. Representatives of Indian Tribes and Tribal organizations in the State, where applicable			
8. Any other stakeholders that the eligible agency may require the eligible recipient to consult			