STRENGTHENING CAREER AND TECHNICAL EDUCATION FOR THE 21ST CENTURY (PERKINS V)

Wisconsin Guide for Conducting the Comprehensive Local Needs Assessment

DRAFT MAY 2019

Wisconsin Department of Public Instruction

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Introduction

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

> "To be eligible to receive financial assistance under this part, an eligible recipient shall—(A) conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application submitted under subsection (a); and (B) not less than once every 2 years, update such comprehensive local needs assessment."

An eligible recipient is an applicant with a minimum formula allocation of $15,001. Local education agencies (LEAs) who do not meet the allocation requirement may combine their allocations in order to apply as a consortium (also referred to as applicant).

This guide provides an overview of how to get started on the local needs assessment and helps to translate the language of the law into concrete, actionable steps for conducting a rigorous local needs assessment that meets Perkins V requirements.

The Rationale and Benefits of Conducting an Assessment

While the CLNA may appear to some to simply be an exercise in compliance, in reality it ensures that local program decision-making is data-driven. The needs assessment helps local CTE leaders *identify, understand, and prioritize* their needs and strategies in order to improve student performance and program quality.

When the CLNA is complete, LEAs will have a set of findings that paints an accurate picture of local CTE programs. This creates an incredible opportunity to:

- Learn how well the findings align with the local vision for CTE
- Make certain that programs are aligned with and validated by local and regional workforce needs and economic priorities
- Ensure that your local programs are serving each learner equitably
- Determine strategies that address identified needs in a meaningful way
- Enable you to better direct resources towards programs that lead to high-skill, high-wage, and in-demand occupations and activities that address equity and opportunity gaps
- Create a platform for coordinating and streamlining existing program review and school improvement processes to bring focus to strategic decisions
- Provide a structured way to engage key stakeholders regularly around the quality and impact of local CTE programs and systems

In short, the CLNA is the foundation of Perkins V implementation at the local level and will drive development of the local application and future spending decisions.

Six Focus Areas of the Comprehensive Local Needs Assessment

A thoughtfully implemented, data-driven needs assessment provides a powerful opportunity to engage stakeholders in a common understanding and vision for the future of CTE within a community. The CLNA requires applicants to evaluate, in consultation with a wide range of stakeholders, how the school district's overall CTE offerings measure up in several areas. These include:

1. Performance on Federal Accountability Indicators
2. Alignment to Labor Market Needs
3. Size, Scope, and Quality of Programs Offered
4. Progress Toward Implementing Programs and Programs of Study
5. Recruitment, Retention, and Training of Faculty and Staff
6. Progress Toward Improving Access and Equity

As you address each area, keep in mind that "needs" can be defined as a gap between what is and what should be. A need can be felt by an individual, a group, a school, or an entire community. Examining situations closely helps uncover what is truly needed, and leads toward future improvement (Center for Community Health and Development 2018).

Because each of the six focus areas is key to the needs assessment, the guide dedicates one section to each. Keep your end product in mind. Once you've completed your needs assessment process, you will have to merge these separate analyses into one set of findings and engage stakeholders in setting a future vision for addressing these needs, including deciding which programs and activities to prioritize for funding in your Perkins V local application.

In prioritizing areas of focus, target the program areas that need the greatest attention, areas where alternative funding sources are not available, or areas that will have the greatest impact on student achievement. Here are a few overarching questions you may want to consider as you head into the process:

- Which professional development needs are most pressing? What strategies will you use to support educators over the next four years to ensure your programmatic and performance goals can be met? Which performance indicators is your district struggling with the most? Why do you think that's so? What strategies can you implement to address the need?

- Are there immediate employer needs in your community that can be addressed by a focused program? What about longer-term needs toward which you can start building a pipeline?
- Which elements of your programs are the strongest? The weakest? Which of the weaker elements, if addressed, would have the largest impact on student performance?
- How can you offer more students the opportunity to reap the full benefits of programs of study, including aligned pathways and recognized postsecondary credentials?
- Which specific subpopulations are not participating in CTE or are struggling the most to be successful? Are there roadblocks that can be addressed immediately? What strategies need a more comprehensive long-term plan?

Build on Other Process Improvement Efforts

The CLNA was modeled after a similar requirement in the Every Student Succeeds Act (ESSA), and consequently, many LEAs have already been involved in other needs assessments through the requirements of ESSA. (See Appendix 2.) Similarly, Academic and Career Planning (ACP) features comparable planning processes. Checking in on these parallel efforts ensures that the CLNA aligns with existing continuous improvement activities.

Before you begin, contact the district individuals involved in leading those assessments. They may be able to help you pull data and stakeholders together. In many districts, for example, curriculum directors, administrators, and student services directors have been involved in these processes and would be good resources.

Similarly, collaborate with other school and LEA leaders to ensure that the CLNA results can be used within the larger school and district strategic implementation plans to improve outcomes for all students. For more resources on this topic, see the Wisconsin Department of Public Instruction's Continuous Improvement Process Criteria and Rubric.

Develop a Plan

A thorough CLNA process will take several months to complete, and it must precede the 2020-21 application process, which typically begins in March 2020. With this in mind, consider the following project planning features:

- Select a core leadership team. The leadership team can guide the needs assessment and local application process and facilitate final decision-making. This group will likely consist of CTE program administrators and other key local decision-makers. The team will look different based on the size and characteristics of your service area, but whomever you choose should have in-depth knowledge of your CTE programs.
- Determine who will perform various tasks. The assessment process is filled with a wide variety of tasks: handle outreach, set up meetings, communicate, gather needed

materials, take notes, compile information, determine decision points, and more. Make sure at least one person is assigned to each one.

- Create a timeline. Working back from March to the present, you'll want to create a timeline with deadlines for individual tasks related to the process. Tasks may include but are not limited to deciding whom to invite, scheduling and organizing meetings, determining a communication process with communication materials, and compiling information. Creating a separate timeline for each part of the process will help you keep the process on track.
- Gather data. Determine what data is already available. Identify what more you need and where to get it: stakeholder engagement through listening sessions and public forums; interviews and focus groups; surveys distributed by mail, email or handed out at meetings; and connecting virtually are all options. Coordinate with other CTE consortia in your region to coordinate this outreach and engagement so that regional stakeholders are not being approached by individual CTE consortia for the same information.
- Plan with your final report in mind. Consider in advance how you might want to collect the results of your assessment and present them to stakeholders. You'll want to explain clearly what the assessment found and perhaps engage people in identifying gaps, completing root cause analysis, and strategizing how to address gaps. Simple language accompanied by easy-to-understand charts, pictures, or graphs are always a plus.
- Find efficiencies. It is most feasible for a CTE consortium to conduct a joint CLNA that looks at the regional CTE system in order to provide a fuller picture of CTE's strengths and gaps, provide a meaningful opportunity for collaboration (within and across secondary and postsecondary) and, potentially, reduce the burden on stakeholders, who may be tapped by multiple eligible recipients as stakeholders. Through engagement of district CTE leadership, all districts attend CLNA meetings, discuss vision and mission, and coalesce around outcomes with input from stakeholder groups. The consortium lead provides local market information (LMI) and directs member districts to local data resources to evaluate outcomes and root causes.

Stakeholder Engagement

Consultation with "a diverse body of stakeholders" is at the heart of ensuring a rigorous and meaningful needs assessment process. Some of the required stakeholders may not be as familiar with CTE programs as others. Nevertheless, their involvement is critical to identify program priorities as well as gaps and barriers to participation. In addition, the process allows stakeholder involvement from the beginning, leading to buy-in and support and giving a voice to those who feel they have none. Those who must be included, at a minimum, are listed below.

> In conducting the comprehensive needs assessment under subsection, and developing the local application described in subsection, an eligible recipient shall involve a diverse body of stakeholders, including, at a minimum—
>
> (1) representatives of career and technical education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals;
>
> (2) representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators;
>
> (3) representatives of the State board or local workforce development boards and a range of local or regional businesses or industries;
>
> (4) parents and students;
>
> (5) representatives of special populations;
>
> (6) representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (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; and
>
> (8) any other stakeholders that the eligible agency may require the eligible recipient to consult.

Each state may require additional stakeholders. To identify and expand opportunities for work-based learning, Wisconsin is considering requiring eligible secondary grant recipients to additionally consult with **representatives of local or regional work-based learning programs.** This may include current or potential employers, or local coordinators of work-based learning programs, such as Wisconsin youth apprenticeship, state-sponsored skills co-op, or other locally developed programs. For a complete list of types of programs, go to the Wisconsin Department of Public Instruction (DPI) website for work-based learning.

To identify stakeholders, start with individuals and organizations that your program already works with through industry advisory boards, sector partnerships, community groups, parent-teacher associations, and other structures. After identifying those already engaged in your programs, you may need to reach out to new partners to fill gaps in expertise and ensure appropriate breadth and depth of representation among those impacted by CTE. For example, your local Chamber of Commerce, while a great partner, may not include full representation of industry sectors with labor market demand. This is an excellent opportunity to diversify your partnerships and build a stronger career pathways system among education, workforce, and community leaders through sustained relationships.

Tribal Engagement

Local applicants should provide Indian tribes an opportunity to provide input and feedback on plans for their programs. If an applicant has multiple tribes in its service area, a consultation that includes all affected local tribes may be arranged. Similarly, where multiple applicants serve one tribe, joint consultation is allowable. In either case, applicants must ensure that the tribe or tribes have a meaningful and timely opportunity to give input into the CLNA and grant application.

The applicant should involve the local tribe or tribes in planning the approach that best satisfies the needs of the tribe(s) and the applicant in a timely way. Providing a list of issues or questions on which the applicant seeks input can be effective. In addition, an applicant should consider providing written responses to tribal input received during consultation.

Stakeholder Resources

Districts have varying levels of connection with the required stakeholders. In recognition of this, the resources below provide background about stakeholder engagement and additional links to organizations, contacts, and directories.

- Meaningful Local Engagement Under ESSA
- Building Relationships with Tribes: A Native Process for ESSA Consultation
- Developing Agreements between Local Education Agencies and American Indian Nations and Tribal Communities: A Wisconsin Perspective
- Wisconsin Tribal Head Officials
- Wisconsin's American Indian Reservation and Trust Lands
- County Child Welfare Agency Contacts
- Regional Foster Care Independent Living Agencies
- Division of Vocational Rehabilitation Service Contacts
- Wisconsin Homeless Youth Programs
- DPI Homeless Liaison Directory
- Workforce Development Board Contact Information
- Tribal Education Directors

Six Focus Areas of the Comprehensive Local Needs Assessment

The following sections translate language in Perkins V into meaningful action items, including suggestions on materials to review, stakeholders to consult, and questions to ask to further your analysis. While there are a wide array of action items and questions to help you think through the process, it is not likely that every single one of these questions or activities will be appropriate for your local area. Use this guide to spark ideas and, within the overarching state and federal requirements, pick the pieces that work best for you.

While the needs assessment process is the same for all applicants, the resources, stakeholders, and level of analysis may look very different in small, rural areas versus more populated areas. Ultimately, the local needs assessment process is about helping applicants make a formal shift from merely collecting information to using information strategically to drive decisions about local CTE programs that help create success for students, employers, and the community.

The six needs assessment areas of focus as outlined in the law can be divided into three main categories: student performance, labor market alignment, and program implementation. It is important to remember that no one area is identified in the law as more important than another. To meet federal requirements, your needs assessment must cover all the pieces. Each is addressed below.

1. Performance on Federal Accountability Indicators

Here the law requires you to evaluate your students' performance on federal accountability measures in the aggregate and broken out by subpopulation as defined in Perkins V:

> Section 134(c)(2)(A) (A) An evaluation of the performance of the students served by the eligible recipient with respect to State determined and local levels of performance established pursuant to section 113, including an evaluation of performance for special populations and each subgroup described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965.

Here are the categories by which data must be analyzed.

In keeping with the Elementary and Secondary Education Act (ESEA):

- gender, race and ethnicity, and migrant status

In keeping with the Perkins V definition of special populations:

- 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
- 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 in the military

You can make your data review more rigorous by reviewing multiple years of CTE Enrollment Reporting System (CTEERS) accountability data and adding other relevant data. For example, some of the data you report for ESSA may be helpful in evaluating student performance. Work with those responsible for data collection at your district, institution, or service area. Have them display longitudinal, disaggregated, program-level data in an easy-to-read format so that key trends stand out. Examine data to identify significant differences in performance between subpopulations and across programs.

Once data and specific trends are identified, you will be in a better position to determine the underlying meaning, implications, and root causes of inequities. Ultimately, you will want to find corresponding practices that can combat the inequities you identify in your CTE programs.

The National Alliance for Partnerships in Equity (NAPE) has tools that can help:

- Equity Gap Analysis – Local, which provides more information on conducting an equity gap analysis
- Nontraditional Career Preparation: Root Causes and Strategies tool, which summarizes the research into root causes of inequality and the strategies for addressing these root causes, in relation to nontraditional career pathways.

To supplement your data and analysis, consider conducting surveys, interviews, or focus groups with educators, counselors, students, or parents to gather feedback on outcomes of your programs related to equity.

Another approach to evaluating student performance is to compare data for CTE concentrators to a similar group of non-CTE students. For secondary students, it would be most telling to look at differences in graduation rates, academic performance, and placement.

CLNA Focus Area 1: Performance on Federal Accountability Indicators

Materials for Review

- Perkins performance data for the past several years, aggregated and disaggregated by CTE program, special population groups, and any other data that may have relevance such as ESSA, IDEA, or program level data.
- District Report Cards
- CTEERS/District Profiles (compliance with performance indicators)
- ESSA Accountability Report

Stakeholders to Consult

- LEA data stewards
- All stakeholders as required by law, particularly administrators, secondary teachers, postsecondary faculty, and representatives of special populations

Questions to Ask

- How are students in my CTE programs performing on federal accountability indicators in comparison to non-CTE students?
- How are students from special populations performing in my CTE programs in comparison to students without identified special needs?
- How are students from different genders, races and ethnicities performing in my CTE programs?
- Which groups of students are struggling the most? In which CTE programs are they struggling?
- Where do the biggest gaps in performance exist between subgroups of students?
- Which CTE programs overall have the highest outcomes, and which have the lowest?
- Are there certain CTE programs where special populations are performing above average? Below average?
- Who is successfully completing skills certification programs, work-based learning, and dual enrollment classes? Who is not participating or completing?
- What are the potential root causes of inequities in my CTE programs? How can we address inequities and raise performance?

2. Alignment to Labor Market Needs

Here the law requires you to consider the alignment between your CTE programs and the labor market needs of your local area, region, or state.

> Section 134(c)(2)(B)(ii) (ii) (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.

As a state we want to invest time, funding, and resources into quality CTE pathways that are the most likely to lead to family-sustaining careers for our students. When we look at labor market information, such as employment projections and emerging occupations, we can evaluate which CTE program areas in our state and in your local region are projected to have the most career opportunities for your students. These are the areas that you may want to invest in for pathway development.

CLNA Focus Area 2: Alignment to Labor Market Needs	
Questions	**Resources**
What industry sectors are projected to grow the most in our local area as well as in the state?	Industry Projection Reports for each career cluster will be available on DPI's Labor Market Information page.
What emerging jobs should we be preparing students for? What skills will they need in the future?	Emerging Occupations Reports will be available on DPI's Labor Market Information page. You may also find industry reports on emerging occupations on the websites for your local: • Regional Economic Organizations • Workforce Development Boards • Chambers of Commerce • Industry or trade associations

CLNA Focus Area 2: Alignment to Labor Market Needs (cont’d)	
Questions	**Resources**
How do our CTE programs align with these industry projections and emerging occupations? Are we teaching students the right skills? Where are the biggest gaps? How can we work with employers, post secondary and community partners in our region to fill these gaps?	CTE program courses and enrollment data for your district or consortia Related course syllabi to assess skills that are currently being taught

Stakeholders to Consult

K12 Stakeholders

- District and building administrators
- Curriculum & Instruction Director
- CTE and Work-based Learning Coordinators
- Academic and CTE teachers
- Special Education Teachers

Other Regional Stakeholders you may want to include:

- Employers
- Postsecondary Partners
- Economic Development and Workforce Development Partners

Keep in mind that other local districts and Perkins consortia in your area are likely looking to contact the same regional partners. Please consider how you can reach out to these partners in a coordinated way.

NOTE: The labor market information for the following industries has already been assessed in order to create State Endorsed Regional Career Pathways:

- Healthcare - specifically in therapeutic and diagnostic services
- Construction

- Advanced Manufacturing
- Information Technology

Therefore, local districts are not required to review labor market information for any of these industries even if the district is not in an area of the state that is offering these State Endorsed Regional Career Pathways. If you are interested in learning more about State Endorsed Regional Career Pathways, including the jobs that employers have identified as being most in demand and the skills they consider most important, go to the Pathways Wisconsin webpage and click on the industry tabs.

As you analyze this data with key stakeholders, compare the CTE courses you currently offer and the number of students you are graduating in each CTE program area to the industry projections and emerging occupations you have gathered. Be sure to look into the future, keeping in mind that your needs assessment will be the foundation of planning for activities identified in the local Perkins application.

Program Implementation

The next four components of the needs assessment pertain to program quality and implementation. These four focus areas address the decisions that you make when delivering CTE programs. These include the following considerations:

- Programs to offer
- Strategies for pursuing alignment across academic, technical, and employability skill standards
- Curriculum and instructional strategies
- Opportunities for work-based learning, career and technical student organization (CTSO) participation, certifications, and articulated credit
- Strategies for supporting faculty and staff
- Strategies for ensuring equitable access for all students

You may choose to approach the following holistically through an evaluation process that encompasses all of these quality program components. Findings from recent program evaluations conducted as part of a program review process can form a basis for this comprehensive evaluation, for example. The key is to capture the full breadth of program quality and implementation.

You may also use state standards or standards from a legitimate organization, such as ACTE's Quality CTE Program of Study Framework. This evidence-based framework includes nearly 100 indicators across 12 elements to capture the breadth of activities that impact program scope, delivery, implementation, and quality. While the ACTE Framework is intended for evaluating an individual program of study, it can also be used to assess multiple programs of study.

3. Size, Scope and Quality of Programs Offered

Here the law requires you to assess whether you are offering a sufficient number of courses and programs to meet the needs of your student population; whether those programs are sufficiently broad as well as vertically aligned and linked to the next level of education; and how the quality of program delivery serves to develop student knowledge and skills and prepare them for success.

> Section 134(c)(2)(B)(i) (B) A description of how career and technical education programs offered by the eligible recipient are— (i) sufficient in size, scope and quality to meet the needs of all students served by the eligible recipient; and…

As part of the new Perkins V state plan development, Wisconsin is required to include specific definitions for "size," "scope," and "quality." The final Perkins V State Plan will be approved for submission in early 2020. The bullet points below serve as general guidelines for these terms as applicants engage stakeholders in discussions of local needs. Information on the meanings of size, scope, and quality will be shared as more information becomes available through the Perkins V state plan development process.

Size

- Eligible recipients offer at least one locally developed CTE Program of Study or Career Pathway that meets minimum requirements for quality.

Scope

- CTE Programs of Study or Career Pathway courses progress from introductory to more advanced, and include options for post-secondary articulation.
- CTE Programs of Study or Career Pathways are incorporated into school district ACP service delivery and advising.

Quality

- CTE Programs of Study courses align with local workforce needs and skills, which may include industry-recognized credentials.
- CTE Program of Study is rigorous and aligns curriculum to state academic standards.
- CTE Program of Study includes work-based learning options.
- Career and Technical Student Organizations (CTSO) activities align with program of study.
- CTE Program of Study has teachers appropriately licensed or credentialed in the CTE content area.

CLNA Focus Area 3: Size, Scope, and Quality of Programs Offered

Materials for Review

Size:

- Total number of program areas and number of courses within each program area
- Total number of students who could be served by the eligible recipient, in aggregate and disaggregated
- CTE participant and concentrator enrollments for the past several years, in aggregate and disaggregated
- CTE course enrollments for the past several years
- Survey results assessing student interest in particular CTE programs

Scope:

- Documentation of course sequences and aligned curriculum
- Number and type of credit transfer agreements
- Data on student retention and transition to postsecondary education within the program of study
- Descriptions of dual or concurrent enrollment programs, and data on student participation
- Data on student enrollment, and attainment of credentials and articulated credit
- Curriculum standards that show depth and breadth of programs
- Opportunities for extended learning within and across programs of study

Quality:

A wide variety of materials can inform the evaluation of quality. In addition to the materials listed throughout this document, it would be appropriate to consult curriculum standards and frameworks, lesson plans, assessments, partnership communications and engagement activities, work-based learning procedures, CTSO activities and alignment, data collection mechanisms, and program improvement processes.

Stakeholders to Consult

Stakeholders as required by law, particularly secondary administrators and teachers, postsecondary administrators and faculty, counselors, representatives of special populations, parents and students, and evaluation committees, as applicable.

Questions to Ask

- Am I offering programs in which students are choosing to enroll?
- Am I offering programs with too low an enrollment to justify the costs?
- Am I offering a sufficient number of courses, and course sections, within programs?
- Are there students who want to enroll in my programs who are unable to do so?
- Do some of my programs offer more opportunities for skill development than others, both in the classroom or laboratory as well as through extended learning experiences?
- How do my programs compare to a set of quality standards developed by my state or by a relevant third party?
- How do specific program areas compare in quality?
- How do specific components of my programs, such as work-based learning or instruction, compare in quality?

4. Progress Toward Implementing Programs and Programs of Study

> Section 134(c)(2)(C) (C) An evaluation of progress toward the implementation of career and technical education programs and programs of study.

Here the law requires you to consider how well you are implementing the full scope of programs of study, defined in Perkins V as:

> “a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that—
>
> (a) incorporates challenging State academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;
>
> (b) addresses both academic and technical knowledge and skills, including employability skills;
>
> (c) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area;
>
> (d) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);
>
> (e) has multiple entry and exit points that incorporate credentialing; and
>
> (f) culminates in the attainment of a recognized postsecondary credential” (ACTE 2018, 8).

CLNA Focus Area 4: Progress Toward Implementing Programs and Programs of Study

Materials to Review

- Documentation of course sequences and aligned curriculum
- Curriculum standards for academic, technical and employability skills
- Credit transfer agreements
- Data on student retention and transition to postsecondary education within the program of study
- Descriptions of dual/concurrent enrollment programs, and data on student participation
- Data on student attainment of credentials and articulated credit

Stakeholders to Consult

- Stakeholders are required by law, particularly secondary administrators and teachers, postsecondary administrators and faculty, academic and career counselors, business and industry, and parents.
- LEA data stewards

Questions to Ask

- How fully are my programs aligned and articulated across secondary and postsecondary education?
- Do my programs incorporate relevant academic, technical and employability skills at every learner level?
- Do I have credit transfer agreements in place to help students earn and articulate credit?
- Are my students continuing in the same program of study?
- Do students in the programs of study have multiple entry and exit points?
- Are students in my programs earning recognized postsecondary credentials? Which ones?
- Are secondary students in my programs earning dual/concurrent enrollment credit?

5. Recruitment, Retention, and Training of Faculty and Staff

Here the law requires you to assess and develop plans to improve the quality of your faculty and staff through recruitment, retention, and professional development, with particular attention paid to diversity in the profession.

> *Perkins V Section 134(c)(2)(D) (D) 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.*

Ground your evaluation in this section in state and/or local district policies and relevant terms defined in Perkins V, particularly the definition of "professional development," which emphasizes sustainability, relevance, and quality of these experiences.

When assessing your district personnel, take a comprehensive view of what you know about educators, administrators, staff, and academic and career counselors across your programs. Evaluate what these educators bring to the table: their preparation and credentialing, in comparison to state, district, or institutional requirements, and the ways they demonstrate their commitment to the profession through pursuit of advanced certification or extensive professional development. Look for gaps in expertise within and across programs. In addition, consider how you recruit educators and staff, and prepare them for their responsibilities, particularly new educators coming from an industry background.

To take this analysis further, compare your current staff capacity to your future plans for CTE programming. For instance, if you intend to develop new programs of study or expand your career development services in the next four years, look at your current staff and make projections about where you need to increase skills or hire new people.

It is also vital that you evaluate the ways in which you are supporting faculty and staff through wages, benefits, professional development, and recruitment and retention activities. Develop surveys or conduct focus groups to seek feedback on faculty and staff needs and preferences.

Finally, consider your methods for recruiting and retaining educators and staff from populations traditionally underrepresented in the profession. Compare the demographics of your teachers and staff to the makeup of your student body. Consider to what extent students are learning from educators who reflect the demographics of students themselves and their communities.

To make this more robust, conduct a root causes and strategies analysis similar to that outlined in the Student Performance and Progress Toward Improving Access and Equity sections of this guide, and consult colleagues who worked on teacher shortage and diversity issues for ESEA.

CLNA Focus Area 5: Recruitment, Retention, and Training of Faculty and Staff

Materials to Review

- Wisconsin DPI educator certification and licensing. Teacher Education, Professional Development, and Licensing
- Data on faculty, staff, administrator, and counselor preparation, credentials, salaries and benefits, and demographics, both local and regional
- Local recruitment and retention processes
- Local professional development, mentoring, and externship opportunities;
- Data on educator participation in professional development, mentoring and externship
- Findings from teacher evaluations
- Findings from surveys or focus groups of educators' needs and preferences
- Data on educator and staff retention
- Information about teacher shortage areas and projections of future staffing needs

Stakeholders to Consult

Stakeholders required by law, particularly secondary administrators and teachers, postsecondary administrators and faculty, academic and career counselors, and representatives of special populations

Questions to Ask

- How diverse is the staff? Does it reflect the demographic makeup of the student body?
- What processes are in place to recruit and induct new teachers and staff? Are these processes efficient and effective, especially for teachers coming from industry?
- Are all the educators teaching CTE programs adequately credentialed?
- Are regular, substantive professional development opportunities offered?
- What professional development offerings are most highly rated by participating staff?
- What do educators report as needs and preferences for professional development, benefits, and supports?
- In what subject areas do we need to develop or recruit more educators?

6. Progress Toward Improving Access and Equity

Here the law requires you to evaluate your progress in providing equal access to CTE programs, particularly programs that lead to strong positive outcomes for students, and in providing CTE in a way that maximizes success for special populations.

> Perkins Section 134(c)(2)(E) (E) 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.

This component can be broken down into three subsections: access, performance, and program delivery. First, look at participation data for students from special populations, and consider how you promote programs, recruit students, and provide academic and career guidance. Strategies for inclusion include the following:

- Depicting students from special populations in promotional materials
- Actively recruiting students from special populations
- Providing career guidance that helps students from special populations choose a pathway that fits their goals and strengths

Next, consider student performance data for special populations by bringing in your disaggregated data as well as the root cause analysis and strategies you conducted for the Student Performance section. In consultation with stakeholders, develop plans to implement the strategies identified and determine measures to evaluate your progress on those strategies.

Finally, consider your program delivery through an equity lens. Look at the accommodations, modifications, and supportive services you offer. Examine your curriculum, instruction, materials, and assessments for biased and discriminatory content. In addition, identify barriers to participation in work-based learning, CTSOs, and articulated credit opportunities and your strategies for addressing those barriers.

Deepen this analysis by conducting focus groups, surveys, or interviews with students from special populations, their parents (if appropriate), and community-based organizations that work with special populations. These activities can uncover information about needs, preferences, and perceptions of how well programs are helping them reach their goals.

CLNA Focus Area 6: Progress Toward Improving Access and Equity

Materials to Review

- Promotional materials
- Recruitment activities for special populations
- Career guidance activities for special populations
- Policies, procedures, or processes for providing accommodations, modifications, and supportive services for special populations
- Information on accelerated credit and credentials available for special populations
- Procedures for work-based learning for special populations
- Data on participation and performance for students from special populations
- Findings from the root causes and strategies analysis conducted as part of the Student Performance section
- Findings from surveys or focus groups with students, parents (if applicable), and community organizations that represent special populations

Stakeholders to Consult

Stakeholders required by law, particularly those who support or represent special populations as defined by Perkins V, administrators, secondary teachers, academic and career counselors, business and industry, special population students, and parents.

Questions to Ask

- Which population groups are underrepresented in your CTE programs overall? Which are underrepresented in particular program areas? Overrepresented?
- Are there additional enrollment discrepancies related to high-wage, high-skill occupations?
- What barriers currently exist that prevent special population groups from accessing your programs?
- How are special population groups performing in your programs?
- What accommodations, modifications, and supportive services are currently provided to ensure the success of special population groups? Which ones are most effective? Which ones are underutilized?
- What additional accommodations, modifications and supportive services would help ensure access and equity for all students within all programs?

Putting Comprehensive Local Needs Assessment Results Into Action

The leadership team you identified earlier will be particularly helpful in this phase of the process. You will likely have to make tough decisions about which needs to prioritize and which solutions will best meet those needs, bearing in mind the full spectrum of information you uncovered, current research on evidence-based practices, and the context of your local community.

The activities of the local needs assessment should become a regular part of your overall district's or institution's data-driven decision-making and program improvement cycles--not merely an additional activity every two years. By fully integrating the Perkins V needs assessment into routine activities, you will be able to realize the full value of the process.

Translating your comprehensive local needs assessment into action, in the form of the local application, is an invaluable opportunity to focus on program improvement, and to implement plans that will have a long-term impact on access to high-quality CTE for all students. It's your chance to help strengthen and improve the entire educational system through the benefits of CTE!

Appendix 1: Timeline Example

This is just an example. Feel free to add, change, or delete the tasks you deem appropriate.

May/June

- Identify stakeholders
- Identify methods of stakeholder engagement
- Set dates and locations for meetings
- Develop communications
- Identify CLNA leadership team
- Identify data sets needed and determine how to obtain them

July

- Compile data for review
- Develop data communications in presentation form
- Develop stakeholder outreach communications

August - November

- Analyze data to find gaps and determine root causes of gaps
- Meet and get input from stakeholder groups
- Identify strengths, weaknesses, needs
- Identify discussion questions for stakeholder groups

December

- Compile feedback
- Determine priorities
- Share plan with stakeholders for feedback

January

- Make adjustments to plan

February

- Format CLNA results
- Develop plan to align CLNA results with the application

March

- Complete grant application

Appendix 2: ESSA Stakeholder Engagement Requirements*

ESSA requires that districts engage with—at minimum—the stakeholders checked below across the different Titles in developing and implementing the local plan.

Stakeholders	Title IA	Title IIA	Title III	Title IVA
CITATION	1112(a)(1)(A), 1112(b)(7-10)	2102(b)(3)(A) & 2102(b)(2)(D)	3116(b)(4)(C)	4106(c)(1&2)
Teachers	x	x	x	x
Principals	x	x	x	x
Other school leaders	x	x	x	x
Parents/family members	x	x	x	x
Paraprofessionals	x	x		
Specialized instructional support personnel	x	x		x
Administrators	x		x	
Other Appropriate School Personnel	x	x		
Non-Public Schools	x	x	x	x
Community Partners/Community-Based Organizations/Community Members	x	x	x	x
Researchers			x	
Early childhood education programs (where applicable)	x			
Institutions of higher education (where applicable)	X		x	
Employers (where applicable)	X			
Local government representatives (which may include a local law enforcement agency, local juvenile court, local child welfare agency, or local public housing agency)				x
Indian tribes or tribal organizations (where applicable)				x
Other stakeholders/other organizations with relevant experience		x	x	
Public or private entities			x	

**Adapted from the New Jersey Department of Education*

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