



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

Wisconsin Guide for Conducting the Comprehensive Local Needs Assessment

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Comprehensive Local Needs
Assessment

Christine Lenske
Grant Specialist
Wisconsin Department of Public Instruction

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Jill K. Underly, PhD, State Superintendent
Madison, Wisconsin

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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 requirement that local grant applicants conduct a comprehensive local needs assessment (CLNA) and update it at least every two years.

Sec 131(b): “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 a local education agency (LEA) with an allocation of \$15,000 and is implementing at least one career pathway that meets the required size, scope, and quality elements. LEAs that do not meet the allocation requirement may combine their allocations in order to apply as a consortium (also referred to as applicant or fiscal agent).

This guide provides an overview of how to get started on the needs assessment and helps to translate the language of the law into actionable steps that reflect a rigorous CLNA 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 is a process that ensures local CTE program decision-making is data-driven and informed through robust stakeholder engagement. The assessment helps local CTE leaders *identify, understand, and prioritize* their needs and strategies in order to improve program quality and student outcomes.

When the CLNA is complete, LEAs will have a set of findings that paints an accurate picture of local CTE program outcomes and needs as well as that of a career pathway. This creates an incredible opportunity to:

- Ensure that local CTE programs are serving each learner equitably
- Make certain that career pathways are aligned with and validated by local and regional workforce needs and economic priorities
- Determine strategies that address the identified needs in a way that reduces gaps and improves outcomes

- Direct resources towards career pathways 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 evaluation and school improvement processes to bring focus to strategic decisions
- Provide a structured way to engage key stakeholders in a continuous improvement process related to student performance, equity, quality career pathways, and the impact of local CTE programs
- Learn how well the assessment findings align with the local and state vision for CTE

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

Build on Other Process Improvement Efforts

The CLNA process is modeled after a similar requirement in the Every Student Succeeds Act (ESSA), and consequently, many LEAs are involved in conducting assessments for a number of Title programs (see Appendix B). Similarly, Academic and Career Planning (ACP) features a comparable planning process (see [ACP Implementation: District Self-Assessment Tool](#)). Familiarity with these parallel efforts ensures that the Perkins CLNA process aligns with existing continuous improvement activities at the local level and defines what can be leveraged as you move toward a comprehensive strategic plan to improve student outcomes.

As you begin, reach out to those in your district who are involved in leading existing assessments (such as the ACP self-assessment Career Readiness Team). Those teams may have data readily available, and stakeholders identified for embarking on a continuous improvement process. In many districts, for example, curriculum directors, administrators, data stewards, and student services directors have been involved in these processes and should be involved in the CLNA as well. Bring them together to serve as your Perkins CLNA leadership team.

Similarly, collaborate with other school and LEA leaders to ensure that the CLNA results can be used within the larger school and district implementation plans to improve outcomes for all students. For example, the data evaluated for the CLNA could reflect reading discrepancies of which the district is already aware and for which a plan is in place to mitigate the gap. For more resources on this topic, see the Wisconsin Department of Public Instruction's [Continuous Improvement Process Criteria and Rubric](#).

Introduction to the Six Focus Areas of the CLNA

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 focus areas. These include:

1. Student performance on federal accountability indicators
2. Progress toward improving equity and access
3. Recruitment, retention, and training of faculty and staff
4. Career pathway alignment to labor market needs
5. Size, scope, and quality of career pathways offered
6. Evaluation of progress toward implementing career pathways

As you address each focus area, keep in mind that a “need” is defined as what is needed to fill 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 gaps closely, through a root-cause analysis process, helps uncover what is truly needed to move toward program improvement (Center for Community Health and Development, 2018).

Root-cause analysis is key to identifying effective strategies as it attempts to address the “why” behind the data reviewed. If you have data that reflects large or disproportionate gaps, ask “Why is that?” Stakeholder groups consisting of teachers, students (especially special populations and other marginalized groups) (see Appendix G), parents, student support personnel, and community-based organizations can provide rich insight into the “why.” In other words, what may be causing the gaps and how can they be rectified?

Because assessment of each of the six focus areas is key to the assessment process, this guide dedicates one section to each. While going through the process, keep the end product in mind: the Perkins grant application. In other words, once you've completed your CLNA, you will merge the six separate analyses into a set of findings. Then based on stakeholder engagement, you will set a future vision for addressing the needs identified for each focus area. This may include, among other things, decisions as to which career pathways and activities will be prioritized for funding in your Perkins grant application, how rigorous curriculum will be built into coursework, or how access to programs can become more equitable.

As you begin the process, considering the following questions can help to get you started:

- Which performance accountability indicators is your district struggling with the most? Why do you think that's so? What strategies can you implement to address the need?
- Which professional development needs are most pressing? What strategies will you use to support educators over the next two years to ensure that programmatic and performance goals can be met?
- Are there immediate employer needs in the community that can be addressed by a career pathway? What about longer-term needs toward which you can start building a pipeline?
- Which elements of your pathways 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 the career pathways quality elements?
- 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?

Once the assessment is complete, target the areas that you wish to improve in both the short-term and the long-term. Target 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.

Develop a CLNA Implementation Plan

A thorough CLNA process will take several months to complete. Keep in mind that the process must precede the 2024-25 Perkins grant application, so as to use the results in your application. Applications are typically due in late April. With this in mind, consider the following project planning features:

- **Select a core CLNA leadership team.** The leadership team will guide the needs assessment and local application process and facilitate the final decision-making. This group will likely consist of CTE program administrators, ACP leaders, and other key decision-makers (perhaps even a subgroup of the ACP Readiness Team). The makeup of the team will be based on the size and characteristics of your service area, but whomever you choose should have in-depth knowledge of your CTE program, employers, and community needs. It is highly recommended to include knowledgeable students or former student voices throughout the CLNA process.

- **Tap into regional resources.** The Regional Career Pathway Coordinator(s) in your region has already done the work of identifying many regional stakeholders required for this process and gathering regional level data and labor market information. It is important to coordinate with the collaborative group in your area to coordinate on certain stakeholder engagement so that area stakeholders (particularly postsecondary education, businesses, and industry) are not being approached by numerous LEAs for the same information. To find out who your Regional Career Pathway Coordinator is, go to: <https://dpi.wi.gov/pathways-wisconsin/regional-pathways-project>.
- **Determine who will perform various tasks.** The assessment process is filled with a wide variety of tasks, which includes outreach to stakeholders, meeting logistics and schedules, communications, gathering and creating materials, note-taking, compiling information, determining decision points, and more. Make sure at least one person is assigned to each task. CTE coordinators alone cannot and should not undertake the entire CLNA process.
- **Create a timeline.** Work backwards from when you'll need your findings, goals, and strategies identified (February 2024) to the present, with deadlines for individual tasks, stakeholder engagement, meetings, and decision points. Creating a separate timeline for each task or part of the process will help you keep the process on track. The Timeline Guide (see Appendix A) can help you get started.
- **Gather data.** Determine what data is already available. Identify what more you need and where to get it. For example, student and course information; stakeholder input from 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.
- **Plan with your final results in mind.** Consider in advance how you might want to assemble the results of your assessment and present them to stakeholders. Determine how to clearly explain what the data reflects. Determine how to engage people in identifying data gaps, completing root-cause analysis to determine the reason why gaps are occurring, and effective strategies (over a two-year period) to close the gaps through addressing the root cause(s). Simple language accompanied by easy-to-understand charts, pictures, or graphs are always a plus.
- **Be efficient.** It is most feasible for a Perkins grant consortium lead agency (fiscal agent) to conduct a joint CLNA that looks at the member districts as a whole,

providing a fuller picture of CTE's strengths and gaps within the consortium. The lead agency provides local labor market information (LMI) and directs member districts to regional resources to evaluate outcomes and root causes. Lead agencies must provide a meaningful opportunity for collaboration within and across education systems, business, community, and others. Under this leadership, all member districts attend CLNA meetings, discuss vision and mission, and coalesce around outcomes with input from all stakeholder groups in the consortium.

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 your CTE program and career pathways as others. Nevertheless, their involvement is critical to inform the analysis of the gaps, root cause of barriers, and determine priorities to close the gaps. Quality stakeholder involvement from the beginning of the CLNA process leads to buy-in and support of programs and initiatives, and gives a voice to all impacted.

Section 134 (d) of the Perkins law requires that an *eligible recipient shall involve a diverse body of stakeholders in the CLNA process, including, at a minimum—*

- (1) representatives of CTE programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals;
- (2) representatives of CTE programs at postsecondary educational institutions, including faculty and administrators;
- (3) representatives of local workforce development boards and a range of local or regional businesses or industries;
- (4) parents and students including students from each special population group (see Appendix H);
- (5) representatives of each special population group;
- (6) representatives of regional or local agencies serving out-of-school, homeless, foster, and at-risk youth;
- (7) representatives of Indian Tribes and Tribal organizations in the State, where applicable [within a 50-mile radius (20 U.S.C. (a) 7424 (c) (3)(C)]; and
- (8) any other stakeholders that the eligible agency (DPI) may require. In the case of Wisconsin, this includes:
 - Students and parents of traditionally marginalized racial and ethnic groups, genders; and
 - representatives or partners of local or regional work-based learning (WBL) programs, and may include employers, or coordinators of WBL opportunities, 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 DPI [webpage for work-based learning](#).

The chart below shows the required stakeholders. Noted in the columns to the right are those stakeholders that LEAs already have engaged either through the Regional Career Pathway Collaborative or as part of the District's Career Readiness Team. Note that there are stakeholders that may not yet be engaged.

Required Stakeholders	RCP Collaborative	District Career Readiness or ACP Team
CTE teachers		X
School counselors		X
School/district administrators		X
Parents		X
Students		X
Special education, ELL, and transition teachers and paraprofessionals		X
Employer partners	X	X
Technical college partners	X	
Regional economic development partners	X	
Workforce development partners	X	
Community partners serving special populations, such as - Regional Division of Vocational Rehabilitation partner - Regional Transition Improvement Grant coordinator	X	
Regional Youth Apprenticeship Program partners	X	
Regional or local agencies serving out-of-school, homeless, and at-risk youth;		
Representatives of Indian tribes and tribal organizations (where applicable)		
ACP coordinator		X
Non-CTE teachers		X
Data entry personnel and/or data steward		X
UW and private colleges/university partners	X	
Registered apprenticeship and/or military partners	X	

Step One: To identify stakeholders, start with individuals and organizations that your program regularly works with through industry advisory boards, sector partnerships, community groups, parent-teacher associations, and other structures.

Step Two: After identifying those already engaged, reach out to additional partners to ensure appropriate breadth and depth of required representation among your community (this means representation of more than one person from each stakeholder group). Then

take notice who is not yet “at the table.” Conduct an effort to include those who are missing from the discussion. For example, you may already partner with your local chamber of commerce. While a great partner, the chamber may not include full representation of industry sectors. Likewise, are parents (not employed by the school district) included in a manner convenient and comfortable for them? This is an excellent opportunity to diversify your partnerships and build a stronger career pathways system among education, workforce, parents, and the community-at-large.

Step Three: Determine how the different stakeholder groups will be authentically engaged to gain their perspective. Quality stakeholder engagement involves more than simply checking a box or answering a survey. It consists of conversations and creating spaces where individual stakeholder groups, particularly students, parents, and community-based organizations, feel comfortable (not vulnerable) sharing perspectives related to any data gaps your LEA may be experiencing. As mentioned earlier, Regional Career Pathway Collaboratives can be a great resource for gaining higher level broad stakeholder engagement.

Considerations: How can regional collaboratives be leveraged for a more robust stakeholder engagement for your CLNA? What data do collaboratives have that can be made available to you?

Engage as many stakeholders as are needed to have robust discussions related to gaps and root-cause analysis. The idea is to get a broad enough section of individuals impacted by education decisions, and CTE opportunities offered, to help inform decisions. Different groups may require different engagement methods. For example, which groups of students are under- or overrepresented in engagement? How will they be brought into the discussion? Always circle back to thank participants, provide information on decisions made, and share next steps.

Tribal Engagement

Wisconsin Indian tribes must also have an opportunity to provide input on plans for local education programs. If an LEA has multiple tribes in its service area, a consultation that includes affected local tribes should be arranged. Similarly, where multiple applicants serve one tribe, joint consultation would be beneficial. In either case, applicants must ensure that the tribe or tribes have a meaningful and timely opportunity to be engaged as a stakeholder and provide input into the CLNA and grant application.

Involve tribal representation in a manner that best satisfies the needs of the tribe(s) and the applicant in a timely way. Participation in meetings or providing a list of issues or questions on which the LEA seeks input can be effective. In addition, the LEA director

should consider providing written follow-up responses to input received during consultation (Wisconsin Department of Public Instruction 2018, “ESSA LEA Plan Frequently Asked Questions, Documentation of Consultation with American Indian Nations and Tribal Communities section).” LEAs may also reference their ESSA plan’s tribal consultation process used for engaging with tribal leadership or educational agency, as appropriate.

Stakeholder Resources

Applicants have varying levels of connection with the required stakeholders. The resources below provide information on how to engage stakeholder groups as well as links to organizational contacts and directories to assist you in your outreach.

- [Meaningful Local Engagement Under ESSA](#)
- [Wisconsin's Framework for Equitable Multi-Level Systems of Supports](#)
- [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's American Indian Reservation and Trust Lands](#)
- [Wisconsin Tribal Head Officials](#)
- [County Child Welfare Agency Contacts](#)
- [Regional Foster Care Independent Living Agencies](#)
- [Division of Vocational Rehabilitation Service Contacts](#)
- [Wisconsin Homeless Youth Program Contacts](#)
- [DPI Homeless Liaison Directory](#)
- [Workforce Development Boards](#)
- [Regional Economic Development Organizations](#)
- [Regional Career Pathway Collaborative Coordinator Contacts](#)

Six Focus Areas of the Comprehensive Local Needs Assessment

The following sections translate language in Perkins V law into meaningful action items for each focus area of Student Performance on Accountability Indicators; Progress Toward Equity and Access; Educator Recruitment, Retention and Training; Pathway Alignment to Labor Market Information; Size, Scope and Quality of Career Pathways; and the Evaluation of Progress Toward Implementing Career Pathways. Suggestions on materials to review, stakeholders to consult, and questions to ask through your analysis are provided. While there are a wide array of action items and questions to help you think through the process, it's unlikely that every single question or activity will be appropriate for your local area. Use this guide to spark ideas and, within the context of overarching state and federal goals and requirements, select those that will most assist you in completing a robust process.

While the needs assessment requirement is the same for all applicants, the resources, means of engaging stakeholders, and approach to analysis may look very different in small, rural areas versus more populated areas. Ultimately, the assessment process that helps grant applicants make a formal shift from merely collecting information to using the information strategically to drive spending and other decisions to create success for students, employers, and the community-at-large through CTE will be most impactful.

You will notice that there is overlap in aspects of the six focus areas, however, no one area is more important than another. To meet federal requirements, your needs assessment must include a data evaluation, identification of needs based on root-cause analysis of the gaps, the goals with outcome measures, and activities that will close the gap(s) identified.

Review of Data

Work with those responsible for data collection at your district to obtain data in an easily reviewable form. Longitudinal, disaggregated, program-level data that is displayed in an easy-to-read format allows key trends to stand out. Data visualization, using tables and graphs that compare each of the special population subgroups to its appropriate comparison group is helpful. For deeper analysis, further disaggregating demographic groups by career pathway, will provide a clear picture of pathways that are moving the needle on student access or student performance on accountability indicators and those pathways where more equity work may need to be done.

To be most effective, the gap analysis should be done at the smallest possible disaggregated data point. Looking at cross-demographic data (i.e., comparing all racial groups, males and females, and each of the special population groups) may reflect similarities and differences across demographic groups. Understanding gaps at the lowest disaggregated data level will help identify the root causes and potential strategies for closing the gaps more effectively, and where interventions are needed most. Findings

from recent program evaluations in your district, conducted as part of a program review process, can also serve as the groundwork for a comprehensive evaluation.

When looking at participation rates, the standard civil rights monitoring gap that flags potential access discrimination is a 10 percent participation gap. For comparison groups with small numbers, you may use smaller comparison percentages or even numeric rather than percentage comparisons. When data is disaggregated, gaps can show subgroups that are overrepresented or underrepresented. Both should be addressed in the gap and root-cause analysis.

Once data and specific trends are identified, the next step is to engage stakeholders to determine the underlying meaning, implications, and root causes of inequities. A root-cause analysis is the best way to determine the reasons for a gap and the most effective way to address it. Ultimately, applicants will want to engage lived-experience stakeholders (students, parents, or their representatives) in the evaluation of practices that can combat the issues or barriers identified.

The Perkins grant application will consist of a description of the applicant's CLNA results for each focus area and share how individual special population groups will learn about CTE course offerings, the plan for how disparities or gaps in data will be addressed, and the alignment of courses to a career pathway.

1. Student Performance on Federal Accountability Indicators

Here the law requires you to evaluate your student concentrator performance on federal accountability measures (see Appendix C) in the aggregate and broken out by subpopulation as defined in Perkins V and ESEA:

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.

Data to be analyzed:

- a) Accountability performance indicator data which could be obtained through:
 - The percentage of CTE concentrators who graduate high school (four-year rate and seven-year rate)
 - CTE concentrator proficiency in the state academic standards (science, math, reading, and language)
 - The percentage of CTE concentrators who, six months after exiting high school, are in advanced training, military service, or employed
 - The measure of CTE program quality - participated in WBL
 - The percentage of CTE concentrators in CTE programs that lead to nontraditional fields
- b) At minimum, disaggregating the data by special population groups as well as gender, race, and ethnicity as required under ESEA:
 - individuals with disabilities
 - individuals from economically disadvantaged families, including low-income students
 - individuals preparing for nontraditional fields
 - single parents, including single, pregnant women
 - English learners
 - individuals experiencing homelessness
 - 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

- c) Multiple years of CTE enrollment data. For example, some of the data you report for ESEA may provide valuable information when assessing student performance.
- d) Another approach may be to compare data for CTE concentrators to a similar group of non-CTE students. Analyze differences in graduation rates, academic performance, and placement after graduation to determine if concentrators are faring better or worse than their non-CTE counterparts.

CLNA FOCUS AREA 1: STUDENT PERFORMANCE ON FEDERAL ACCOUNTABILITY INDICATORS

Materials for Review

Perkins performance indicator 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. (*) Indicates that the data referenced can be found in both WISEdash Public and WISEdash for Districts.

- Race and ethnicity(*)
- Gender(*)
- Economically disadvantaged, including low-income(*)
- Youth who are in the foster care system: Local administrative data
- Students with disabilities (secondary students with IEPs) (*)
- English learners (home language survey, enrollment in bilingual or ELL program) (*)
- Migrant students: Local administrative data and WISEdash Public
- Students experiencing homelessness (self- or staff-reported) (*)
- Students with a parent in the active military (U.S. armed services): Local administrative data and WISEdash Public
- Single parents, single pregnant women (self-reported): Local administrative data and WISEdash for Districts
- Students pursuing nontraditional careers: Identify nontraditional (NTO) pathways by gender, identify students in NTO programs - WISEdash for Districts
- WISEdash for Districts dashboards
- WISEdash Public: A to Z Topic List
- District Report Cards
- ESSA Accountability Report

CLNA FOCUS AREA 2: PROGRESS TOWARD IMPROVING EQUITY AND ACCESS

Stakeholders to Consult

- District data teams serve to collaboratively collect, review, and analyze data. Team members will have multiple roles and permission levels to access data. Establish tasks, roles, and timelines to effectively review and understand data points.
- All stakeholders, particularly administrators, secondary teachers, support personnel, representatives of special populations, parents, and students.

Questions to “Ask” the Data

- How are CTE concentrators performing on each of the federal accountability indicators in comparison to non-CTE students?
- Are there certain disaggregated subgroups of students that are struggling more than others or have greater achievement gaps?
- Where do the biggest gaps in performance exist between subgroups of students?
- Which Perkins indicator(s) has the LEA struggled to improve consistently?
- What are the significant differences in the performance indicators between subpopulations and across career pathways?
- Which career pathways are impacting indicator levels the most, both positively and negatively?
- For which Perkins indicator(s) is the biggest challenge for closing equity gaps? Which student groups are impacting these indicator levels the most? Why?
- What are the potential root cause(s) contributing to data gaps? Who is providing input on the cause? Is it sufficient? What more needs to be done to raise performance on indicators for groups of students?
- Which activities were successful in closing gaps since the last CLNA and which were not?

2. Progress Toward Improving Equity and Access

Here the law requires you to evaluate your progress in providing equal access to CTE program offerings, particularly career pathway learning that leads 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 areas of evaluation: (a) Student access to CTE, (b) student performance levels, and (c) career pathway delivery. One option is to look at disaggregated participation rates for CTE participants vs. CTE concentrator data for students from each special population and other demographic groups. What gaps do you see between those who take a course and those that persist to become a concentrator? Consider how students are recruited, and how academic and career support is provided. Are there strategies for inclusion implemented? To what extent? Are the strategies producing sufficient outcomes for students? If not, why not, and what needs to be done to close the gap.

Evaluate:

- Depiction of students from special populations and diverse populations in promotional materials
- Active recruitment of students from each special population through conversations with students, parents, and community members (support organizations)
- To what extent does the career exploration and instruction provided help students from each special population choose a pathway that fits their goals and strengths

Next, consider student performance data for each special population by once again considering your disaggregated accountability performance data and the root causes for gaps and strategies you identified.

Finally, consider program delivery through an equity lens. Look at the accommodations, modifications, and supportive services offered. Examine the curriculum, instructional materials, and assessments for biased and discriminatory content or approaches. In addition, identify barriers to participation in work-based learning, CTSOs, and articulated credit opportunities as well as the **strategies, activities, and programs** implemented to address identified barriers. In consultation with stakeholders, develop plans to implement strategies, activities, and programs toward greater equity and access.

To supplement your data analysis, consider ways to gain feedback through interviews, or focus groups with special population students, parents, educators, counselors, and community-based organizations who work with the special population groups for which there are gaps. Deepen this analysis by engaging the groups, in the root-cause analysis process, to identify proven strategies, activities, and programs to move the needle forward. This approach can uncover information about needs, preferences, and perceptions of how well CTE is or is not assisting students in reaching intended outcomes and what else may be needed.

The National Alliance for Partnerships in Equity (NAPE), Wisconsin Response to Intervention (RtI) Center and Positive Behavioral and Intervention Supports (PBIS) Network have tools that can help:

- [Local Equity Gap Analysis](#), 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
- [The Power of Micromessages in Marketing, Recruitment, and Success in CTE](#)
- [Wisconsin's Framework for Equitable Multi-Level Systems of Supports](#)
- [Key System Feature Resources](#)
- [Wisconsin's Model to Inform Culturally Responsive Practices.](#)

CLNA FOCUS AREA 2: PROGRESS TOWARD IMPROVING EQUITY AND ACCESS

Materials for Review

- Recruitment activities for each special population group including promotional materials
- Career exploration activities for each special population group
- Policies, procedures, or processes for providing accommodations, modifications, and supportive services for each special population group
- Information on accelerated credit and credentials obtained for each special population group
- Procedures and support for work-based learning for each special population group
- Data on participation vs. concentration for students from each special population group
- 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, and community organizations that represent each special population
- How are students from each special population performing in my CTE career pathways in comparison to students without identified special needs?
- How are students from different groups performing in each of my CTE career pathways?

Stakeholders to Consult

- Consult with stakeholders required by law, particularly those who support or represent special population students as defined by Perkins V such as parents and community organizations that provide services to special population groups as well as special population students themselves. Also include those responsible for educating students such as administrators, teachers, school counselors, student support personnel as well as local business and industry partners.

CLNA FOCUS AREA 2: PROGRESS TOWARD IMPROVING EQUITY AND ACCESS

Questions to “Ask” the Data

- Which population groups are underrepresented in your CTE programs overall? Which are underrepresented in particular program areas? Overrepresented?
- What barriers currently exist that prevent special population groups from accessing or ultimately succeeding in your career pathways?
- How are special population groups performing in your career pathways?
- What accommodations, modifications, and supportive services are currently provided to ensure the success of each special population group? Which ones are most effective? Which ones are underutilized?
- What additional accommodations, modifications, activities, strategies, and supportive services would help ensure access and equity for all students and close data gaps?
- Which students do or do not participate and persist in your career pathway WBL, dual credit, CTSO, or credential opportunities?
- Which program enrollment requirements present barriers to students who want to enroll? Which populations are affected most by these barriers? What needs do students report for support, services, and program improvements? As an example, are there CTE courses offered when students need them or are available to take them?
- What is the root cause of data gaps? Who is providing input on the cause? Is it sufficient?
- Which activities were successful in closing gaps since the last CLNA and which were not?

3. 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 program. Evaluate what these educators bring to the table: their preparation and credentialing in comparison to state, district, or institutional requirements; the ways the above personnel demonstrate their commitment to the profession through pursuit of advanced certification or extensive professional development. Look for gaps in expertise within and across career pathways. In addition, consider how educators, staff, and administrators are recruited and prepared for their responsibilities, particularly new educators coming from an industry background, and the type of support or professional development provided for those with experience-based licenses, and the quality of what is provided.

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 career pathways or expand access or elements of current pathways, look at your current staff and determine 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 the evaluation more robust, conduct a root-cause and strategy 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 3: RECRUITMENT, RETENTION, AND TRAINING OF FACULTY AND STAFF

Materials for Review

- Data on faculty, staff, administrator, and counselor preparation, credentials, salaries and benefits, and demographics, both local and regional
- Recruitment and retention processes
- Data on educator participation in professional development, mentoring, and externship
- Data on educator and staff retention
- Findings from teacher evaluations
- Findings from surveys or focus groups of educators’ needs and preferences
- Climate and culture perceptions
- Information about teacher shortage areas and projections of future staffing needs
- The Wisconsin Talent Development Framework as a resource to review current policy and practices; collaborate with stakeholders to identify gaps and strategies for consideration; and develop a strategic plan
- Wisconsin DPI Teacher Education, Professional Development, and Licensing for information on multiple pathways to licensure.

Stakeholders to Consult

- Consult particularly with teachers, administrators, school counselors, business and industry, and institutions of higher education.

CLNA FOCUS AREA 3: RECRUITMENT, RETENTION, AND TRAINING OF FACULTY AND STAFF

Questions to “Ask” the Data

- 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? What is needed?
- Are regular, substantive professional development opportunities offered with personnel able to take advantage of opportunities?
- What professional development offerings are most highly rated or desired by participating staff?
- What do educators report as needs and preferences for professional development and support?
- In what subject areas do we need to develop or recruit more educators?
- What aspects of recruitment processes need to be improved to reach a more diverse applicant pool? Are there applicant requirements that may be preventing diverse applicants from being considered?
- Do retention rates vary across staff roles and/or identities? For instance, are staff of color retained at a similar rate as white staff? If disparities exist, what are the underlying causes?
- What do instructors and staff report as needs for professional development, specifically to support being equitable, inclusive, and knowledgeable about what students need to be successful?
- What is the root cause of data gaps? Who is providing input on the cause? Is it sufficient?
- Which activities were successful in closing gaps since the last CLNA and which were not?

4. Career Pathway Alignment to Labor Market Needs

Here the law requires you to consider the alignment between your CTE career pathways 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 looking at labor market information, such as employment projections and emerging occupations, evaluate which CTE program areas in our state and in your local region are projected to have the most career opportunities and the best wages for your students. These are the areas to invest in for pathway development.

CLNA FOCUS AREA 4: CAREER PATHWAY ALIGNMENT TO LABOR MARKET NEEDS	
<i>Questions</i>	<i>Resources</i>
Based on the data, 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 .
Based on the data, 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 . Websites for industry reports on emerging occupations for your area: <ul style="list-style-type: none"> • Regional Economic Organizations • Workforce Development Boards • Chambers of Commerce • Industry or trade associations
How do our CTE career pathways align with the industry projections and emerging occupations? Are we teaching students the right skills for the jobs that will be most in demand in the future? Are the CTE courses offered relevant? Where are there gaps in how CTE career pathway enrollments match projected job openings or trends? What are the gaps? How can we work with employers, institutions of higher education, and community partners in our region to fill these gaps?	Career pathway courses offered Enrollment data for your district or consortia Related course syllabi to assess skills that are currently being taught WBL data

CLNA FOCUS AREA 4: CAREER PATHWAY ALIGNMENT TO LABOR MARKET NEEDS

Stakeholders to Consult

- K-12 stakeholders, particularly administrators, curriculum directors, WBL coordinators, teachers, school counselors, parents, students, and those that represent special populations
- Other regional stakeholders including employers, postsecondary education partners, local workforce investment boards, economic development and workforce development partners
- Collaborate with regional career pathway collaboratives on engaging partners that may overlap from district to district

The following Regional Career Pathways (RCPs) have already been vetted for labor market needs in Wisconsin regions.

- Advanced Manufacturing
- Architecture & Construction
- Business Management
- Digital Technology
- Finance
- Healthcare - specifically in therapeutic and diagnostic services
- Marketing

While Perkins applicants are not required to provide labor market information for these industries in the Perkins grant application, LEAs that offer an RCP should explore careers that employers have identified as being in highest demand and skills they consider most important. Information is located on the [Pathways Wisconsin](#) webpage industry tabs.

As you analyze labor market data with key stakeholders, 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.

Consider using state standards or standards from an organization, such as [ACTE's Quality CTE Program of Study Framework](#), to guide your evaluation. This ACTE 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 career pathway, it can also be used to assess multiple career pathway offerings.

5. Size, Scope, and Quality of Career Pathways Offered

Here the law requires grant applicants to assess whether you are offering a sufficient number of career pathway courses and opportunities to meet the needs of your student population; whether those opportunities are broad and vertically aligned, including linkages to the next level of education; and finally, whether the courses develop student knowledge and skills to prepare them for success in a career pathway.

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 Perkins V state plan, Wisconsin was required to include specific definitions for “size,” “scope,” and “quality.” The bullet points below serve to define these terms as applicants engage stakeholders in discussions of local needs.

Size

- Eligible recipients offer at least one locally developed CTE career pathway that meets minimum requirements for quality, such as courses offered in a pathway.

Scope

- CTE career pathway courses progress from introductory to more advanced courses that build on each other and may include options for postsecondary education articulation, encompassing the full breadth of the subject matter.
- CTE career pathway courses align with workforce employment and skills needed.

Quality

- CTE career pathway instruction is rigorous and aligns curriculum to state academic standards.
- CTE career pathway has teachers appropriately licensed or credentialed in the CTE content.
- CTE career pathway provides opportunities in work-based learning (WBL) as defined by Perkins V. WBL is Wisconsin’s quality-related Performance Indicator.
- CTE career pathway provides opportunities that include industry-recognized credentials (IRCs).
- CTE career pathway provides opportunities to obtain early college credit or dual credit for required courses (ECC or DC).
- Career and technical student organization (CTSO) activities align with the career pathway curriculum and course standards.

CLNA FOCUS AREA 5: SIZE, SCOPE, and QUALITY of PATHWAYS OFFERED

Materials for Review

Size

- Total number of career pathways that have a course sequence starting with introductory and building to more advanced course(s)
- Total number of disaggregated CTE participant vs. concentrator enrollments for the past several years
- Trends in pathway course enrollments for the past several years. Who is a participant and who becomes a concentrator?
- Student interest in and accessibility of particular career pathways
- Course descriptions of dual/concurrent enrollment programs

Scope

- Documentation of course sequences from introductory to more advanced and aligned curriculum standards
- Curriculum standards that show depth and breadth of offerings
- The number of opportunities for extended learning within and across career pathways
- Course descriptions include WBL, dual/concurrent enrollment programs

Quality

A wide variety of materials can inform the evaluation of quality.

- Curriculum standards and frameworks, lesson plans, assessments, and partnerships
- Type and frequency of communications and engagement activities
- Work-based learning opportunities and procedures
- Dual credit agreements in place and the number of students who enroll and finish
- Number and type of credit transfer agreements
- IRCs available and obtained by students
- CTSO activities and alignment to career pathway curriculum, data collection
- Continuous evaluation and program improvement processes

CLNA FOCUS AREA 5: SIZE, SCOPE, and QUALITY of PATHWAYS OFFERED

Stakeholders to Consult

- Consult stakeholders as required by law, particularly secondary administrators and teachers, postsecondary personnel, counselors, representatives of special populations, parents and students, business and industry, and district evaluation committees, as applicable.

Questions to “Ask” the Data

- How fully are my programs aligned and articulated across secondary and postsecondary education?
- Are a sufficient number of courses and course sections offered within each pathway?
- Are there students who want to enroll in pathway courses who are unable to do so? Why?
- Which postsecondary education partnerships need further nurturing or support to move forward?
- Do some pathways offer more opportunities for skill development than others, both in the classroom or laboratory as well as through WBL experiences?
- How do the pathways compare to a set of quality standards developed by WI DPI or by a relevant third party?
- How does each pathway offered compare in quality? What needs to be built up and how?
- Do some pathways lack employer engagement in either career-based learning experiences or work-based learning experiences?
- In which career pathways are students of color or members of each special population group underrepresented?

6. Evaluation of Progress Toward Implementing Career Pathways

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

The focus area of “Career Pathway Evaluation” overlaps, with other focus areas with the exception of “Student Performance and Accountability Indicators,” in that this focus area pertains to how quality CTE education is delivered. It is possible to approach the CLNA in a holistic manner by considering these:

- Quality career pathways offered
- Strategies for 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 to career pathways for all students

The 2018 ACTE Quality CTE Program of Study [Self-Evaluation Tool](#) may further assist you in this process.

CLNA FOCUS AREA 6: EVALUATION OF PROGRESS TOWARD IMPLEMENTING CAREER PATHWAYS

Materials for Review

- Documentation of course sequences and aligned curriculum
- Curriculum standards for academic, technical, and employability skills
- Total number of students who could be served through the pathway, in aggregate and disaggregate, vs. those who are actually served
- Disaggregated data on student retention and transition to postsecondary education within the career pathway
- Disaggregated data on student enrollment, and attainment of credentials and articulated credit
- Course descriptions of dual/concurrent enrollment programs, student participation, and credit obtainment disaggregated data
- Disaggregated data on student attainment of industry-recognized credentials
- Course descriptions of work-based learning opportunities
- Student groups who are and are not enrolled or persisting
- Disaggregated work-based learning participation (including DWD Youth Apprenticeship Dashboard and State-sponsored Co-op Portfolio programs)

Stakeholders to Consult

- Consult all required stakeholders, including teachers, parents, students, community partners, and LEA data stewards.

Questions to “Ask” the Data

- Are your career pathways aligned to labor market needs?
- Are there additional enrollment discrepancies related to high-wage, high-skill occupations?
- How are you preparing students for the jobs that will be in most demand for each career pathway?
- Are students choosing to enroll in this pathway?

CLNA FOCUS AREA 6: EVALUATION OF PROGRESS TOWARD IMPLEMENTING CAREER PATHWAYS

- Which career pathway areas need further development to meet LMI needs?
- Are pathway enrollments too low to justify the costs? Do our programs incorporate relevant academic, technical, and employability skills at every learner level?
- Do we have credit-transfer agreements in place to help students earn and articulate credit?
- Are secondary students earning industry-recognized credentials toward employment in a pathway? Which ones?
- Are dual credit/college credit courses aligned to the pathway attempted, but not completed?
- What does data on student retention and transition to postsecondary education or employment within the career pathway look like?
- Are secondary students in career pathways earning dual/concurrent enrollment credit?
- Which career pathways have the highest student performance outcomes, and which have the lowest? This will also inform your equity and access and career pathways sections.
- Which career pathways have the highest student performance outcomes for special populations? Which have the lowest? This will also inform your equity and access and career pathways sections.
- Which accommodations, modifications, or supportive services for each special population group are underutilized within a career pathway? What additional accommodations, modifications, or supportive services would help ensure access and equity for all CTE students?
- What is the root cause of data gaps? Who is providing input on the cause? Is it sufficient?
- Which activities were successful in closing gaps since the last CLNA and which were not?

Putting The CLNA Results Into Action

To conclude the needs assessment process, LEAs have to engage stakeholders in setting a future vision for addressing the needs identified, including what to prioritize. The leadership team will be particularly helpful in this phase of the process, as grant applicants will likely have to make tough decisions regarding prioritization and which solutions will best meet those needs, bearing in mind the full spectrum of information uncovered and current research on evidence-based practices. Determining goals, outcome measures, activities, and spending priorities that reflect success in reducing gaps are critical pieces in moving the needle forward for local CTE programs.

The Perkins application should ultimately reflect how the applicant will best address the needs over time, using the funding to target activities that will address gaps identified through the CLNA process along with the required uses of funds, (Strengthening CTE for the 21st Century Act, Sec 135). The answers to the questions asked through the CLNA for each focus area can help identify the most pressing needs.

Perkins funding must be spent on activities that meet needs identified through the CLNA process, but there is no expectation that you will be able to meet all the identified needs within the local application timeframe. In prioritizing areas of focus, think about the program areas needing the greatest attention, areas where alternative funding sources are not available, or areas that will have the greatest impact on student achievement. Overarching questions to consider include:

- Which performance indicators are you struggling with the most? What strategies can help you address those needs?
- Are there immediate employer needs in your community that you can help meet? What about longer-term needs toward which you can start building a pipeline?
- Which elements of the pathway SSQ are the weakest?
- How can you expand the benefits of career pathways to more students?
- Which professional development needs are most pressing? What strategies will you use to support educators to ensure your performance goals can be met?
- Which specific subpopulations are struggling the most in your programs? Are there root causes of these challenges that can be addressed immediately? Which ones need a more comprehensive long-term plan?

In closing, the CLNA process will be most effective if it becomes a regular part of data-driven decision-making and program-improvement cycles, not merely an additional activity completed every two years. By fully integrating the CLNA into routine activities, agencies will be able to realize the full value of the process on an ongoing basis. The “Focus Area Examples” (Appendix D) can assist LEAs thinking about how to tie the CLNA and Perkins application together.

Appendix A: Timeline Guide

This is just an example. Feel free to add, change, or delete the tasks you deem appropriate in order to have the results of your CLNA ready for your Perkins application in March/April.

April - May

- Identify CLNA leadership team with roles and responsibilities
- Identify stakeholders for each required group
- Identify methods of stakeholder engagement
- Set dates and locations for meetings
- Develop a communications plan
- Identify data sets needed and determine how to obtain them

June - July

- Compile data for review
- Create data communications in presentation form
- Determine stakeholder questions/prompts
- Conduct stakeholder outreach

August - October

- Analyze data to find gaps related to each focus area
- Identify discussion questions for stakeholder groups focusing on root-cause analysis
- Hold stakeholder discussions that provide perspective and input to identify strengths, weaknesses, root causes, needs and priorities

November - January

- Compile feedback
- Follow up discussions
- Stakeholders inform strategic plan including program and spending priorities and available resources (short- and long-term goals, activities, and proposed outcome measures)

February

- Align CLNA results (data, root cause of gaps, goals, outcome measures, activities, and spending to close gaps) to the Perkins grant application in a comprehensive and concise manner. Determine spending priorities according to the CLNA results.

March - April

- Complete and submit the Perkins grant application

Appendix B: 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

Appendix C: Student Performance on Federal Accountability Indicators

Code	Performance Indicator	Performance Indicator Measure	Numerator	Denominator
1S1	Four-year Graduation Cohort Rate	The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate as defined in ESEA	Number of CTE concentrators in the cohort who graduate within four years with a regular high school diploma	Number of CTE concentrators who form the adjusted four-year cohort for the graduating class
1S2	Seven-year Graduation Cohort Rate	The percentage of CTE concentrators who graduate high school, as measured by the seven-year adjusted cohort graduation rate as defined in ESEA	Number of CTE concentrators in the cohort who graduate within seven years with a regular high school diploma	Number of CTE concentrators who form the seven-year adjusted cohort for the graduating class
2S1	Academic Proficiency in Reading/Language Arts	CTE concentrator proficiency in the challenging State academic standards adopted by the State under ESEA, as measured by the academic assessments described in ESEA	Number of CTE senior concentrators who took the ACT Plus Writing: English Language Arts Assessment in grade 11 and tested proficient and above	Number of CTE senior concentrators who took the ACT Plus Writing: English Language Arts Assessment in grade 11
2S2	Academic Proficiency in Mathematics	CTE concentrator proficiency in the challenging State academic standards adopted by the State under ESEA, as measured by the academic assessments described in ESEA	Number of CTE senior concentrators who took the ACT Plus Writing: Mathematics Assessment in grade 11 and tested proficient and above	Number of CTE senior concentrators who took the ACT Plus Writing: Mathematics Assessment in grade 11

Code	Performance Indicator	Performance Indicator Measure	Numerator	Denominator
2S3	Academic Proficiency in Science	CTE concentrator proficiency in the challenging State academic standards adopted by the State under ESEA, as measured by the academic assessments described in ESEA	Number of CTE senior concentrators who took the ACT Plus Writing: Science Assessment in grade 11 and tested proficient and above	Number of CTE senior concentrators who took the ACT Plus Writing: Science in grade 11
3S1	Post-Program Placement	The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service, or a service program under the National and Community Service Act, are volunteers in the Peace Corps, or are employed	Number of CTE concentrators who graduated in the previous school year with a positive outcome follow-up	Number of CTE concentrators who graduated in the previous school year with a follow-up response
4S1	Nontraditional Program Concentration	The percentage of CTE concentrators in CTE programs and programs of study that lead to nontraditional fields	Number of CTE concentrators from underrepresented gender groups in CTE program(s) that lead to nontraditional fields	Number of CTE concentrators in CTE program(s) that lead to a nontraditional field
5S3	Program Quality - Participated in Work-based Learning	The percentage of CTE concentrators graduating from high school having participated in work-based learning	Number of CTE concentrators who graduated with a regular high school diploma in the academic year having participated in work-based learning at some time during high school	Number of CTE concentrators who graduated with a regular high school diploma in the academic year

Appendix D: Focus Area Example

Updated January 2023

Focus Area	Data Analysis to identify gaps	Goal Statement (based on root cause analysis)	Measurement (outcome) numerical measure of success of goal	Activities based on root-cause analysis	Purchases Follow federal, state, and local spending rules
<p>Student Performance on Federal Accountability Indicators Providing all students with what they need to be successful (as measured through performance indicator data)</p>	<p>Performance indicator data and WI ESSA Standards (disaggregated by sex, race, ethnicity, and each special population)</p> <p><i>Example: Our data revealed that ACT math scores are significantly lower for CTE students than the general population. This was even more pronounced for students of color and those who are in foster care.</i></p>	<p>Goals should focus on increasing performance indicator gaps related to CTE participants and concentrators.</p> <p><i>Example: Increase math proficiency of CTE students, specifically students of color and those in foster care.</i></p>	<p>Measurement is a number or percent that demonstrates the goal has been achieved or is moving in that direction.</p> <p><i>Example: Math proficiency of all CTE students who take the ACT will increase to a score of 20, which is commensurate with district peers.</i></p>	<p>Activities focus on WHAT will be done (strategy) in order to achieve the goal based on addressing the root cause of the gaps.</p> <p><i>Example: Collaborate with the math department to increase math rigor in CTE course curriculum. And, provide training in culturally responsive support and tutoring.</i></p>	<p>Perkins purchases must support the activity identified to achieve the goal.</p> <p><i>Example: Pay staff time outside of regular contract to work on curriculum and build in appropriate support. ¼ pay for a culturally responsive tutor.</i></p>

Focus Area	Data Analysis to identify gaps	Goal Statement (based on root cause analysis)	Measurement (outcome) numerical measure of success of goal	Activities based on root- cause analysis	Purchases Follow federal, state, and local spending rules
<p>Educator Recruitment, Retention, and Training Providing students with access to high quality CTE courses requires prepared and effective educators. This focus area targets expanding instructional capacity particularly around recruitment, retention, and training of CTE teachers and other school personnel.</p>	<p>Data related to personnel demographics such as hiring outcomes, staff retention, training and support disaggregated by gender, race, and ethnicity.</p> <p><i>Example a) Employee PD survey reflects CTE personnel have not had the opportunity to participate in PD related to content area while having a strong desire to do so;</i></p> <p><i>b) Student participation data reflects a need for targeted PD on CTE equitable participation. c) Black teachers leave the district at a higher rate than other demographic groups.</i></p>	<p>Goals focus on meeting LEA recruitment, retention, and training needs of personnel.</p> <p><i>Example: CTE personnel will participate in at least one training on equitable practices in the classroom.</i></p> <p><i>Retention of black personnel will match that of white teachers.</i></p>	<p><i>Example: CTE teacher PD will increase by 20%. 100% of district personnel will participate in equity training resulting in a 10% increase in CTE participants and a 5% increase in concentrators across student demographics. Retention of black personnel will match that of white teachers at 95%.</i></p>	<p>Activities focus on WHAT will be done in order to achieve the goal based on addressing the root cause of the gaps.</p> <p><i>Example: CTE personnel will have the opportunity to participate in at least one content area-related training annually. The district will contract with CESA xyz to deliver abc equity training series in-district. A district culture survey will provide feedback on perceptions and practices that may impact job comfort and satisfaction.</i></p>	<p>Perkins purchases must support the activity identified to achieve the goal.</p> <p><i>Example: Pay for substitutes, registration fees, and travel costs for at least one training.</i></p>

Focus Area	Data Analysis to identify gaps	Goal Statement (based on root cause analysis)	Measurement (outcome) numerical measure of success of goal	Activities based on root- cause analysis	Purchases Follow federal, state, and local spending rules
<p>Progress Toward Improving Access and Equity Targets support needs of special populations defined under Perkins V and other racial or ethnic minority groups.</p>	<p>Career pathway participant and concentrator data (disaggregated by each special pop., gender, race, and ethnicity). Performance on federal accountability indicator data is also applicable for this focus area.</p> <p><i>Example:</i> Overall CTE concentrator data compared to disaggregated special population students is disproportionate. A closer look reveals students with disabilities become concentrators at a much lower rate than other demographic groups. Also, no students with economic challenges become concentrators in X Pathway and Z Pathway.</p>	<p>Goals focus on meeting the needs as determined by root-cause analysis of gaps of special populations and in order to ensure equal access and opportunity for success.</p> <p><i>Example:</i> Analysis determined the root cause is due to counselors not understanding CTE opportunities for SpEd students, so they don't have the same conversations. Financial assistance for CTE is unknown by parents. The goal is to increase concentrator numbers of SpEd and economic disadvantage (including homeless and foster youth) in each career pathway.</p>	<p><i>Example:</i> Increase participation and concentration of students of color and those economically disadvantaged by 10% over the next two years and increase concentrators across all pathways by 5%.</p>	<p>Activities focus on WHAT will be done in order to achieve the goal based on addressing the root cause of the gaps. Focus is on strategies and programs to be implemented.</p> <p><i>Example:</i> a) Course and registration fees for courses and WBL activities will be waived for students who have a financial need. b) Career pathway print and web communications will reflect the changing demographics of the student population.</p>	<p>Purchases must support the activity identified to achieve the goal.</p> <p><i>Example:</i> a) Supplies for economically disadvantaged students will be purchased for use while in the course. b) Transportation to and from WBL placement will be provided. c) Contract for creation and print of pathway communication.</p>

Focus Area	Data Analysis to identify gaps	Goal Statement (based on root cause analysis)	Measurement (outcome) numerical measure of success of goal	Activities based on root- cause analysis	Purchases Follow federal, state, and local spending rules
<p>Pathway Evaluation of Progress Includes the evaluation of local, regional, or state LMI data and career pathway size, scope, and quality elements to meet the training and future employment needs of all students (ensuring that all students are college- and career-ready).</p>	<p>Data includes: the number of SSQ elements for a pathway; alignment of curriculum with industry standards; number of students participating and completing (by demographics).</p> <p><i>Example:</i> There are very few students who take advantage of enrolling in early college credit and IRCs. Course standards are not currently aligned to obtaining IRC in xyz career pathway.</p>	<p>Goals focus on meeting the specific career pathway needs as determined by root-cause analysis.</p> <p><i>Example:</i> The goal is to offer more WBL opportunities in order for students to have the hands-on activities needed to be successful in IRC and early college credit.</p>	<p><i>Example:</i> Five students will participate in WBL and successfully complete. There will be a 5% increase in students who receive an IRC and early college credit within the next two years.</p>	<p>Activities focus on WHAT will be done in order to achieve the goal. This includes purchase of equipment and/or expanding the SSQ elements offered.</p> <p><i>Example:</i> Update classroom equipment and curriculum rigor, develop WBL curriculum, and hire a WBL coordinator.</p>	<p>Purchases must support the activity identified to achieve the goal.</p> <p><i>Example:</i> a) Purchase xyz equipment and b) Provide teacher PD in the use of equipment c) Allow time to update curriculum d) Determine salary for WBL coordination and communication.</p>

Appendix E: CLNA Checklist

Preparation

- Leadership Team identified
- Timeline created (start at the date of the end product and move backward)
- Teams identified to implement various aspects of the CLNA
- Roles and responsibilities of teams are identified (i.e., outreach, meeting logistics, communication, gathering of materials, note-taker, compiling information, decision points)
- List of stakeholder names and contact information are compiled. Target outreach to historically underserved stakeholders
- Methods of engaging stakeholders identified, including financially supported travel
- Meeting rooms reserved at school and/or in the community. Events should be in a central, ADA-accessible location. Invite interpreters, including ASL. Provide food and child care.
- Invitation to stakeholders created and distributed through various methods and reminders
- Determine how data will be compiled and shared in an understandable fashion
- Provide food and child care for families if needed

Consultation

- Questions identified and explored with each stakeholder group
- Information shared in advance of meeting in multiple languages and formats
- Information is shared and root-cause analysis conducted
- Strengths, gaps, root cause(s), and promising practices have been identified
- Notes and attendance/participation lists have been compiled
- Provide a way for stakeholders to share ongoing input

Finalization/Decision Points

- Priorities for next 2-4 years identified
- Expenses to meet needs have been identified through Perkins or other funding sources
- CLNA information has been compiled for Perkins grant application


Appendix F: Student Engagement

There are several ways to engage students in the CLNA process that reflect a continuum of engagement (see chart below). At the beginning stages, LEAs may engage students (and families) through surveys or focus groups. Although this is a good start, true engagement is not realized until students have also become a part of the CLNA in a way that allows them to help prioritize the gaps that will be addressed and assist in identifying or designing solutions. Further, it is essential that students from the underrepresented populations are involved in the root-cause analysis. To do so without their input inevitably reproduces inequities.

RECOMMENDATION: Engage student voice in several ways including, but not limited to, surveys, focus groups to discover root causes, and through representation on the CLNA core team. Your CLNA goals, activities, and budget items should be endorsed by your students.

Student Voice Continuum					
STUDENT POWER					
STUDENTS AS BYSTANDERS			STUDENT GOVERNANCE		
Stance Towards Youth	Inform	Consult	Involve	Collaborate	Lead Together
Impact	Reproduce Inequities	Tokenization	Voice	Delegated Power	(Shared) Ownership
Goal	Provide youth with relevant information.	Gather input from youth.	Ensure youth needs and priorities are part of the process & solution.	Ensure youth capacity to play a leadership role in design and implementation of decisions.	Democratic participation and equity through shared leadership, & decision-making.
Message	"We will keep you informed."	"We care what you think."	"You are making us think (and therefore act) differently about the issue."	"Youth leadership and expertise are critical to how we address the issue."	"We cannot unlock transformative solutions without you."
Racial Equity BIYOC = Black, indigenous, youth of color Underrepresented, intersectional youth = immigrant, Queer and Trans, foster, systems-impacted, unhoused youth, and youth with disabilities	Communication materials are distributed widespread without targeted outreach to BIYOC.	Multiple rounds of widespread BIYOC engagement events and activities are conducted through a variety of methods (such as surveys, focus groups, and town halls).	Targeted engagement of BIYOC and underrepresented, intersectional youth engage in events to share their unique needs and priorities.	BIYOC and underrepresented, intersectional youth co-lead with adults to engage other BIYOC and others in the decision-making process and have some decision-making power. Training and support is provided for youth to participate meaningfully.	BIYOC and underrepresented, intersectional youth have significant or full leadership and decision-making power. They collaborate with adults as equals. Training, supports and financial resources are provided for youth to lead meaningfully.
Activities	Online information postings, fact sheets, presentations, open houses	Focus Groups/Surveys, Community Forums, Public Comment	Youth Advisory Committees, Students on Hiring Committees	Youth on school wide decision making committees or as members on boards or school site councils, youth task force, partnering with a community organization to engage and support youth	Participatory Budgeting, youth-led funding decisions, youth-led initiatives or campaigns, partnering with a community organization to have youth lead

Adapted from:
Youth Voice adaptation of "Spectrum of Community Engagement" by Rosa González of Facilitating Power, in collaboration with Movement Strategy Center and the Building Healthy Communities Initiative.
Toshalis, Eric & Michael Nakkula. 2012. Motivation, Engagement, and Student Voice: The Students at the Center Series.
Boston, MA: Jobs for the Future. <http://www.studentsatthecenterhub.org/resource/motivation-engagement-and-student-voice>



This same continuum can be used when engaging families as well.

Appendix G: Special Populations

Special Populations in Perkins V The Strengthening the Career and Technical Education for the 21st Century Act (Perkins V) is clear that in developing your comprehensive local needs assessment, you will involve “a diverse body of stakeholders.” Among several different stakeholder groups that are listed is “special populations.” This, too, is defined in Perkins V as follows:

- Individuals with disabilities
- Individuals from economically disadvantaged families
- Individuals preparing for nontraditional occupational field
- English learners
- Homeless individuals described in (Sec. 725) McKinney-Vento – Homeless Assistance Act
- Youth who are in, or have aged out of, foster care
- Single parents
- Youth with a parent who is in active duty with the armed forces

Relevant Resources

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Wisconsin Department of Public Instruction • Jill K. Underly, PhD, State Superintendent

