

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

Wisconsin Guide for Conducting the Comprehensive Local Needs Assessment

Wisconsin Department of Public Instruction

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

Wisconsin Guide for Conducting the Comprehensive Local Needs Assessment

2021

Adapted with permission from the Association for Career & Technical Education

Wisconsin Department of Public Instruction
Madison, WI

This publication is available from:

Division of Academic Excellence
Career and Technical Education Team
https://dpi.wi.gov/cte/perkins-v

September 2021

Table of Contents

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.

> **"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 a minimum formula allocation of $15,001 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 programs, career pathways, and the students who do and do not participate. This creates an incredible opportunity to:

- Learn how well the findings align with the local and state vision for CTE
- 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.

In short, the CLNA is the foundation of Perkins V implementation at the local level and will drive development of the local Perkins grant 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 focus areas. These include:

1. Performance on federal indicators
2. Recruitment, retention, and training of faculty and staff
3. Progress toward improving access and equity
4. Alignment to labor market needs
5. Size, scope, and quality of programs offered
6. Progress toward implementing career pathways

As you address each focus area, keep in mind that "needs" can be 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 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), parents, student support personnel, and community-based organizations can provide rich insight into what may be causing the gaps and what can be done to rectify the situation.

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. This may include, among other things, decisions as to which career pathways and activities will be prioritized for funding in your Perkins grant application.

As you begin the process, think about the following questions 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 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.

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. Checking in on these parallel efforts ensures that the CLNA aligns with existing continuous improvement activities at the local level that can be leveraged here.

Before you begin, reach out to those in your district who are involved in leading those assessments (evaluations). They may have data readily available and stakeholders may already be identified and 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 would be good resources. 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 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. For example, the data evaluated could reflect reading discrepancies of which the district is already aware and for which a plan is in place to mitigate the gap.

Develop a CLNA Implementation Plan

A thorough CLNA process will take several months to complete, and it must precede the 2022-23 Perkins grant application process, which typically begins in early March each year. With this in mind, consider the following project planning features:

- **Tap into regional resources.** The Regional Career Pathway Coordinator(s) in your region likely have already done the work of identifying regional stakeholders and gathering regional level data and labor market information. Look up your region to find your Regional Career Pathway Coordinator.
- **Select a core leadership team.** The leadership team can guide the needs assessment and local application process and facilitate the final decision-making process. This group will likely consist of CTE program administrators and other key local decision-makers. 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, and represent the diversity of your student body.
- **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.
- **Create a timeline.** Work backwards from when you'll need your results 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. Appendix A can provide a place for you to start.
- **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 report on 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 assessment found. Determine how to engage people in identifying gaps, completing root-cause analysis, and effective strategies. Simple language accompanied by easy-to-understand charts, pictures, or graphs are always a plus.
- **Find efficiency.** 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 local data 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 districts attend CLNA meetings, discuss vision and mission, and coalesce around outcomes with input from stakeholder groups for the entire 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 its career pathways as others. Nevertheless, their involvement is critical to inform the analysis of the gaps, root cause of barriers, and priorities. Quality stakeholder involvement from the beginning leads to buy-in and support of programs and initiatives, and gives a voice to those who feel they have none. Those who **must** be included, **at a minimum**, are listed below.

It is important to coordinate with other Perkins grant applicants in your area to ensure that area stakeholders (particularly postsecondary education, business and industry) are not being approached by numerous LEAs for the same information.

The law requires that an *eligible recipient shall involve a diverse body of stakeholders, 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;

(5) representatives of special populations;

(6) representatives of regional or **local agencies** serving out-of-school, homeless, and at-risk youth;

(7) representatives of Indian Tribes and Tribal organizations in the State, where applicable [those within a 50-mile radius (20 U.S.C. 7424 ©(3)(C)]; and

(8) any other stakeholders that the eligible agency (DPI) may require. In the case of Wisconsin, this includes 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 website for work-based learning.

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. After identifying those already engaged in your programs, reach out to additional partners to ensure appropriate breadth and depth of representation among the community impacted by CTE. Notice who is **not** "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 all parent demographics engaged in the parent organization or are there certain groups missing? This is an excellent opportunity to diversify your partnerships and build a stronger career pathways system among education, workforce, parents, and community-at-large.

Quality stakeholder engagement involves more than simply checking a box. 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 the applicant may be experiencing. Regional career pathway collaboratives can be a great resource for gaining broad stakeholder engagement on a higher level. How are you currently involved with the collaboratives? What connections have you made that can serve as a resource? What data have the collaboratives already gathered that is available to you?

How many stakeholders should be involved? As many 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 collection 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 inform stakeholders of decisions made and 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," 12-13).

Stakeholder Resources

Applicants have varying levels of connection with the required stakeholders. In recognition of this, the resources below provide information on stakeholder engagement as well as links to organizational contacts and directories to assist you in your outreach.

- 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'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 Programs
- DPI Homeless Liaison Directory
- Workforce Development Boards
- Regional Economic Development Organizations

Six Focus Areas of the Comprehensive Local Needs Assessment

The following sections translate language in the Perkins V law into meaningful action items for each focus area. Suggestions on materials to review, stakeholders to consult, and questions to ask to further your analysis is provided. 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 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.

There is overlap in some aspects of the focus areas. One way to approach the process is to combine the data reviewed for certain focus areas, to provide a wholistic picture of CTE in the district. 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 include a data evaluation, identification of needs based on root-cause analysis, goals, and outcome measures.

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 disaggregated by career pathway, will provide a clear picture of what is going on and help facilitate the gap analysis.

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, or each of the special population groups) may also show you similarities and differences across demographic groups. Understanding gaps at the lowest disaggregated data level and conducting comparisons will help identify the root causes and potential strategies for closing the gaps more effectively, and help focus efforts on where interventions are needed most. Findings from recent program evaluations in your district conducted as part of a program review process can also form 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. These gaps can show subgroups that are overrepresented or underrepresented. Both should be addressed in the gap 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 in the evaluation of practices that can combat the issues or barriers identified.

The Perkins grant application will require a description of the CLNA results for each focus area, including the data sets evaluated, the gaps found, the goals identified to mitigate the gaps, the activities that will be implemented to achieve the goal(s), and the measurable goal outcomes expected as a result of the activities (in a number or percent).

1. Performance on Federal Accountability Indicators

Here the law requires you to evaluate your students' 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 should be analyzed:

a) Accountability performance indicator data which could be obtained through WISEdash for districts and local student information system vendors.

  i) The percentage of CTE concentrators who graduate high school (four-year rate and seven-year rate)

  ii) CTE concentrator proficiency in the state academic standards (science, math, reading and language)

  iii) The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in advanced training, military service program, or employed.

  iv) The measure of CTE program quality - participated in WBL

  v) The percentage of CTE concentrators in CTE programs that lead to nontraditional fields.

b) In keeping with the Perkins V definition of special populations, disaggregate the data by:

- 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

c) In keeping with the Elementary and Secondary Education Act (ESEA), disaggregate by:

- gender, race and ethnicity, and migrant status

d) Multiple years of CTE enrollment data. For example, some of the data you report for ESSA may provide valuable information when assessing student performance.

e) 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.

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
- Race and ethnicity - Local administrative data
- Gender - Local administrative data
- Economically disadvantaged, including low-income - Secondary free and reduced lunch eligibility
- Youth who are in the foster care system - Local administrative data
- Students with disabilities (secondary students with IEPs and 504 plans) - Local administrative data
- English learners (home language survey, enrollment in bilingual or ELL program) - Local administrative data
- Migrant students - Local administrative data
- Homeless students (self- or staff-reported) - Local administrative data
- Students with a parent in the active military (U.S. armed services)
- Single parents, single pregnant women (self-reported) - Local administrative data

- Students pursuing nontraditional careers - Identify NTO pathways by gender, identify students in NTO programs
- WISEdash for district dashboards
- District Report Cards
- CTEERS/District Profiles can provide historical data (previous performance indicators)
- ESSA Accountability Report

Stakeholders to Consult

- District data stewards (such as WISEdata district users) - anyone familiar with navigating through your local information system
- All stakeholders as required, particularly administrators, secondary teachers, support personnel, representatives of special populations, parents, and students

Questions to "Ask" the Data

- How are CTE students performing on **each** of the federal accountability indicators in comparison to non-CTE students?
- Are there certain student groups that are struggling more than others or have greater achievement gaps?
- Where do the biggest gaps in performance exist between subgroups of students?
- What are the significant differences in the performance indicators between subpopulations and across career pathways?
- What are the potential root causes contributing to data gaps? What can be done to address inequities and raise performance outcomes of students?
- Which Perkins indicator(s) has the LEA struggled to improve consistently?
- Which career pathways are impacting indicator levels the most, both positively and negatively?
- For which Perkins indicator(s) has the LEA struggled to close equity gaps? Which student groups are impacting these indicator levels the most?

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 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 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. Websites for industry reports on emerging occupations for your local: • Regional Economic Organizations • Workforce Development Boards • Chambers of Commerce • Industry or trade associations
How do our CTE career pathways align with these industry projections and emerging occupations? Are we teaching students the right skills for the jobs that will be most in demand in the future? Do the CTE courses offered and the number of students graduating in each career pathway align with industry projections and emerging occupations? Where are the biggest gaps? How can we work with employers, institutions of higher education, 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

- 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

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

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

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

While Perkins applicants are not required to provide labor market information for these industries in their Perkins grant application, LEAs that offer an RCP should explore careers that employers have identified as being in highest demand and the 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.

You may choose to approach the evaluation of the following four focus areas holistically. The key is to capture the full breadth of program quality and implementation.

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 (or program of study), it can also be used to assess multiple career pathways.

3. Size, Scope, and Quality of Programs 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, evaluation of course delivery that develops 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 CTE career pathway that meets minimum requirements for quality. *Note: While a minimum of one is required, every career pathway must be evaluated for and meet SSQ requirements with the results included in the Perkins application.*

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.
- CTE career pathways are incorporated into school district ACP service delivery and advising.
- CTE career pathway courses align with the workforce 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 as defined by Perkins V.
- CTE career pathway provides opportunities that include industry-recognized credentials.
- CTE career pathway provides opportunities to obtain early college credit for required courses.
- Career and technical student organization (CTSO) activities align with the career pathway.

CLNA FOCUS AREA 3:
SIZE, SCOPE, AND QUALITY OF PROGRAMS OFFERED

Materials for Review

Size

- Total number of career pathways and number of courses within a sequence starting with introductory and building to more advanced course(s) within each pathway
- Total number of students who could be served through the pathway, in aggregate and disaggregate
- Total number of CTE participant and concentrator enrollments for the past several years, in aggregate and disaggregate
- CTE course enrollments for the past several years for each pathway (trends)
- Student interest in and accessibility of particular career pathways
- Student groups who are and are not enrolled or persisting

Scope

- Documentation of course sequences from introductory to more advanced and aligned curriculum standards.
- Curriculum standards that show depth and breadth of offerings
- Number and type of credit transfer agreements
- Descriptions of dual or early college credit opportunities, and data on student participation
- Data on student enrollment, and attainment of credentials and articulated credit
- Data on student retention and transition to postsecondary education within the career pathway
- The number of opportunities for extended learning within and across career pathways

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
- Industry-recognized credentials (IRCs) available and obtained by students
- CTSO activities and alignment to career pathway curriculum, data collection
- Continuous evaluation and program improvement processes

Stakeholders to 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

- Are career pathways offered aligned to labor market needs? How are you preparing students for the jobs that will be most in demand for each career pathway program?
- Which career pathways are students choosing to enroll in?
- Are pathways enrollments too low to justify the costs?
- 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?
- Do some pathways offer more opportunities for skill development than others, both in the classroom or laboratory as well as through extended learning 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?
- How do specific components of quality, such as work-based learning or instruction, compare in quality?
- Do some pathways lack employer engagement in either career-based learning experiences or work-based learning experiences?
- Programs should be developed within robust career pathways that articulate with postsecondary partners. Which career pathway areas need further development? Which postsecondary education partnerships need further nurturing or support to move forward?
- In which career pathways are students of color or members of special populations underrepresented?

4. Progress Toward Implementing CTE Programs and 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.

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
- The number of credit transfer agreements
- Data on student retention and transition to postsecondary education within the program of study
- Descriptions of dual/concurrent enrollment programs, student participation, and credit obtainment disaggregated
- Data on student attainment of industry recognized credentials disaggregated
- Work-based learning participation data disaggregated (including DWD Youth Apprenticeship Dashboard and State-sponsored Co-op Portfolio programs)

Stakeholders to Consult

- All required stakeholders, including teachers, parents, students, community partners, and LEA data stewards

Questions to “Ask” the Data

- 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?
- Are secondary students earning recognized credentials toward employment in a pathway? Which ones?
- 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 section.
- 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 section.
- Which accommodations, modifications, and supportive services for special populations are underutilized within a career pathway? What additional accommodations, modifications, and supportive services would help ensure access and equity for all students in CTE?

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 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 5:
RECRUITMENT, RETENTION, AND TRAINING OF FACULTY AND STAFF

Materials to Review

- 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
- Data on faculty, staff, administrator, and counselor preparation, credentials, salaries and benefits, and demographics, both local and regional
- Recruitment and retention processes
- Professional development, mentoring, and externship opportunities
- 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
- Information about teacher shortage areas and projections of future staffing needs

Stakeholders to Consult

- Particularly teachers, administrators, school counselors, business and industry, and institutions of higher education.

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, benefits, and supports?
- 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 and barriers?
- 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?

6. Progress Toward Improving Access and Equity

Here the law requires you to evaluate your progress in providing equal access to CTE programs, 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: access to CTE experiences, student performance, and career pathway delivery. The key is to break down data, such as participation and completer rates by demographic groups, including special populations. If there is disproportionality, consider how CTE and career pathways are promoted, how students are recruited, and how academic and career support is provided. What strategies for inclusion are implemented and to what extent? Are the strategies producing sufficient outcomes for students? Evaluate:

- Depiction of students from special populations and diverse populations in promotional materials
- Active recruitment of students from special populations through conversations with students, parents, and community members (support organizations)

- To what extent does the career exploration and instruction provided help students from special populations choose a pathway that fits their goals and strengths

Next, consider student performance data for special populations by once again considering your disaggregated performance data and the root causes for gaps and strategies you identified. In consultation with stakeholders, develop plans to implement strategies, activities, and programs as well as the outcome measures that will be used to evaluate progress.

Finally, consider your program delivery through an equity lens. Look at the accommodations, modifications, and supportive services offered. Examine the curriculum, instruction 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 utilized to address identified barriers.

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

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.
- The Power of Micromessages in Marketing, Recruitment and Success in CTE

CLNA FOCUS AREA 6:
PROGRESS TOWARD IMPROVING ACCESS AND EQUITY

Materials to Review

- Promotional materials
- Recruitment activities for special populations
- Career exploration 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 and support 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
- How are students from special populations performing in my CTE career pathways in comparison to students without identified special needs?
- How are students from different genders, races, and ethnicities performing in my CTE career pathways?

Stakeholders to Consult

- 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.

Questions to "Ask" the Data

- 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 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 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 career pathways?
- What activities, strategies, and programs would best meet the needs in order to close data gaps?
- Which students do or do not participate and persist in your career pathway WBL, dual credit, CTSO, and credential opportunities?
- Which student groups are under- or overrepresented in career pathways? Are there additional enrollment discrepancies related to high-wage, high-skill occupations?
- Identify program enrollment requirements that present barriers to students who want to enroll? Which populations are affected most by these barriers? Are these barriers more prevalent in high-wage and high-skill programs? 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?

Career Pathways Evaluation and Implementation

The focus areas of “Size, Scope, and Quality,” “Career Pathway Evaluation,” “Educator Recruitment, Retention and Training,” and “Equity and Access” overlap to the extent that they all pertain to program quality and implementation, focusing on how quality CTE education is delivered:

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

Putting CLNA Results Into Action

The leadership team you identified earlier will be particularly helpful in this phase of the process. Grant applicants 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 uncovered, current research on evidence-based practices, and the context of your local community. Determining goals, activities, spending priorities, and outcome measures that reflect success in reducing gaps are critical pieces in moving the needle forward for local CTE programs. Perkins V funding must be targeted to areas and activities that will address gaps identified through the CLNA process and in the results. The results will also inform LEA’s Four-Year Plan Narrative, which is included in the Perkins V application and updated every four years.

The local needs assessment process will be most effective if it becomes a regular part of an LEA’s data-driven decision-making and program-improvement cycles, not merely an additional activity completed every two years. By fully integrating the Perkins V needs assessment into routine activities, agencies will be able to realize the full value of the process.

Translating your CLNA into action, in the form of the annual Perkins grant 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 career and technical education!

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.

June -July

- Identify CLNA leadership team.
- Identify stakeholders for each required group and for each focus area.
- 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.

July

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

August - October

- Analyze data to find gaps.
- Identify discussion questions for stakeholder groups focusing on root-cause analysis.
- Meet with stakeholder groups to gain perspective, input, and priorities.
- Identify strengths, weaknesses, and needs of LEA CTE.

November - January

- Compile feedback.
- Share strategic plan (short- and long-term goals, activities, and proposed outcome measures), with stakeholders for feedback.
- Make adjustments to plan.

February

- Align CLNA results and plans with the Perkins grant application.

March

- Complete 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
	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 juvenille 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
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

Code	Performance Indicator	Performance Indicator Measure	Numerator	Denominator
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 field.	Number of CTE concentrators in CTE program(s) that leads 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 Examples

Updated June 14, 2021

Focus Area	**Data Analysis** to identify gaps	**Goal Statement** based on root cause analysis	**Activities** based on root cause analysis	**Measurement (outcome)** numerical measure of success of **goal**	**Purchases** Follow federal, state, and local spending rules
Student Performance on Federal Accountability Indicators Providing all students what they need to be successful (as measured through performance indicator data)	Performance indicator data and WI ESSA Standards (disaggregated by sex, race, ethnicity, and special populations) *Example: ACT math scores are lower for CTE students than the general population.*	Goals should focus on increasing performance indicator gaps related to CTE participants and concentrators. *Example: Increase math proficiency of CTE students.*	Activities focus on WHAT will be done in order to **achieve** the goal. *Example: Collaborate with the math department to increase math rigor in CTE courses.*	Measurement is a number or percent that demonstrates the goal has been achieved or is moving in that direction. *Example: Math proficiency of students who take the ACT will increase to a score of 20, which is commensurate with district peers.*	Purchases must support the **activity** identified to achieve the goal. *Example: Pay staff time outside of regular contract to work on curriculum.*
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.	Data related to personnel demographics, hiring outcomes, training and support disaggregated by gender, race, and ethnicity *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;* *b) Student participation data reflects a need for targeted PD on CTE equitable participation.*	Goals focus on meeting LEA recruitment, retention, and training needs of personnel. *Example: CTE personnel will have the opportunity to participate in training opportunities in content areas and equitable practices.*	Activities focus on WHAT will be done in order to **achieve** the goal. *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 an in-house equity training series.*	Measurement is a number or percent that demonstrates the goal has been achieved or is moving in that direction. *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.*	Purchases must support the **activity** identified to achieve the goal. *Example: Pay for substitutes, registration fees, and travel costs for **xyz** training.*

Focus Area	**Data Analysis** to identify gaps	**Goal Statement** based on root cause analysis	**Activities** based on root cause analysis	**Measurement (outcome)** numerical measure of success of **goal**	**Purchases** Follow federal, state, and local spending rules
Progress Toward Improving Access and Equity Targets support needs of special populations defined under Perkins V and other racial or ethnic minority groups.	Career pathway participant and concentrator data (disaggregated by special pops., gender, race, and ethnicity). Performance on federal accountability indicator data is also applicable for this focus area. *Example:* *Overall CTE participant data compared to disaggregated special population participants is disproportionate. There are very few students of color who participate in CTE. Further, the number of concentrators is zero.*	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 *Example:* *Root-cause analysis has determined that the cause of this is due to economic challenge. The goal is to increase participation of students of economic disadvantage (including homeless and foster youth) in each career pathway.*	Activities focus on WHAT will be done in order to **achieve** the goal. Focus is on strategies and programs to be implemented. *Example:* *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 communication will reflect the changing demographics of our student population.*	Measurement is a number or percent that demonstrates the goal has been achieved or is moving in that direction. *Example:* *Increase participation of students of color and those economically disadvantaged by 10% over the next two years and increase concentrators across all pathways by 5%.*	Purchases must support the **activity** identified to achieve the goal. *Example:* *a) Supplies for economically disadvantaged students will be purchased for use while in the course.* *b) Transportation to and from WBL placement.* *c) Contract for creation and print of pathway communication.*

Focus Area	**Data Analysis** to identify gaps	**Goal Statement** based on root cause analysis	**Activities** based on root cause analysis	**Measurement (outcome)** numerical measure of success of **goal**	**Purchases** Follow federal, state, and local spending rules
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).	Data includes: the number of SSQ elements for a pathway; alignment of curriculum with industry standards; number of students participating and completing (by demographics) *Example:* *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.*	Goals focus on meeting the specific career pathway needs as determined by root-cause analysis. *Example:* *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.*	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. *Example:* *Update classroom equipment and curriculum rigor, develop WBL curriculum, and hire a WBL coordinator.*	Measurement is a number or percent which reflects that the goal has been achieved or is moving in that direction. *Example:* *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.*	Purchases must support the activity identified to achieve the goal. *Example:* *a) Purchase xyz equipment and b) Teacher PD in the use of equipment* *c) Time to update curriculum d) Salary for WBL coordination and communication*

Relevant Resources

Alliance for Excellent Education 2016. School Interventions That Work: Targeted Support for Low-Performing Students: https://all4ed.org/reports-factsheets/schoolinterventions/.

Association for Career and Technical Educators. 2018. "Quality CTE Program of Study Framework and Self-Evaluation." Accessed May 15, 2019. https://www.acteonline.org/professional-development/high-quality-cte-tools/.

—–. 2019. "Maximizing Perkins V's Comprehensive Local Needs Assessment & Local Application to Drive CTE Program Quality and Equity." https://www.acteonline.org/wp-content/uploads/2019/03/Local_Tool_Needs_Assessment_FINAL_3.18.2019.pdf.

Council of Chief State School Officers. 2017. "Meaningful Local Engagement Under ESSA: A Handbook for LEA and Local School Leaders." https://dpi.wi.gov/sites/default/files/imce/esea/pdf/lea-and-sl-engagementhandbook_8.10.17.pdf.

—–. A Tactical Guide (Council of Chief State School Officers & The Center on School Turnaround): https://ccsso.org/resource-library/using-needs-assessments-school-and-district-improvement-0.

National Alliance for Partnerships in Equity (NAPE). 2019. "Equity Gap Analysis – Local." Accessed May 15, 2019. https://www.napequity.org/public-policy/frontline-legislation/strengthening-career-and-technical-education-for-the-21st-century-act/.

—–. 2019. "Nontraditional Career Preparation: Root Causes and Strategies." Accessed May 15, 2019. https://www.napequity.org/root/.

The National Indian Education Association. 2016. "Building Relationships With Tribes: A Native Process for ESSA Consultation." Accessed May 15, 2019. https://dpi.wi.gov/sites/default/files/imce/esea/pdf/tribalconsultationhandout.pdf.

Wisconsin Association for Homeless and Runaway Services. 2018. Accessed May 15, 2019. http://www.wahrs.org/programs.html.

Wisconsin Department of Children and Families. 2019. "Child Welfare Independent Living Coordinators." Accessed May 15, 2019. https://dcf.wisconsin.gov/map/il.

—–. "Independent Living – Transition Resource Agency (IL – TRA) Contact Information." Accessed May 15, 2019. https://dcf.wisconsin.gov/map/il-r.

Wisconsin Department of Public Instruction. 2017. "Developing Agreements Between Local Education Agencies and American Indian Nations and Tribal Communities: A Wisconsin Perspective." Accessed May 15, 2019. https://dpi.wi.gov/sites/default/files/imce/amind/MOU%20Document_7-31-2017_version.pdf.

—–. "Continuous Improvement Process Criteria and Rubric (draft)." Accessed May 2019. https://dpi.wi.gov/sites/default/files/imce/continuous-improvement/pdf/CIP_rubric_draft.pdf.

—–. "CTEERS District and Non-Traditional Occupations (NTO) Profiles." Accessed May 2019. https://dpi.wi.gov/cte/data/cteers/nto-profiles.

—–. "ESSA Accountability Reports." Accessed May 15, 2019. https://apps2.dpi.wi.gov/essa/home.

—. "ESSA LEA Plan Frequently Asked Questions." Last modified August 30, 2018. https://dpi.wi.gov/sites/default/files/imce/wisegrants/pdf/essa_lea_plan_faq.pdf.

—. "Homeless Liaison Directory." Accessed May 15, 2019. https://dpi.wi.gov/homeless/liaisons.

—. "Teacher Education, Professional Development, and Licensing." Accessed May 15, 2019. https://dpi.wi.gov/tepdl.

—. "Work Based Learning." Accessed May 15, 2019. https://dpi.wi.gov/cte/career-development/work-based.

—. "Report Cards Home." Accessed May 15, 2019. https://dpi.wi.gov/accountability/report-cards.

Wisconsin Department of Workforce Development. 2019. "Division of Vocational Rehabilitation Statewide Map of DVR Locations and DVR Staff Directory." Accessed May 15, 2019. https://dwd.wisconsin.gov/dvr/about/locations.htm.

2019. "Hot Jobs Projections." Accessed May 15, 2019. https://jobcenterofwisconsin.com/wisconomy/pub/hotjobs.

—. "WisConomy Toolkit." Accessed May 15, 2019. https://jobcenterofwisconsin.com/wisconomy/pub/toolkit.

—. "Wisconsin Workforce Development Boards." Accessed August 6, 2021. https://dwd.wisconsin.gov/dislocatedworker/wda/wda-map.htm.

Wisconsin Economic Development Corporation, In Wisconsin. 2019. Source for key industry profiles. Accessed May 15, 2019. https://inwisconsin.com/.

—. 2019. "Regional Economic Development Partners." Accessed May 15, 2019. https://wedc.org/programs-and-resources/regional-economic-development-partners/.

Wisconsin Manufacturers & Commerce. 2019. "Local Chambers of Commerce." Accessed May 15, 2019. https://www.wmc.org/chamber-of-commerce/local-chambers-of-commerce/.

Wisconsin State Tribal Relations Initiative. 2005. "Wisconsin's American Indian Reservation and Trust Lands." Last modified October 2005, based on Census 2000 TIGER file. http://witribes.wi.gov/section.asp?linkid=731&locid=57.

—. 2019. "Wisconsin Tribal Head Officials." Last modified February 13, 2019. http://witribes.wi.gov/docview.asp?docid=19085&locid=57.

Wisconsin Technical College System. 2020. "Graduate Outcomes" Report. Accessed August 6, 2021. https://www.wtcsystem.edu/impact/publications/graduate-outcomes-report/.

University of Wisconsin System. 2021. "Degrees." Accessed August 6, 2021. https://www.wisconsin.edu/education-reports-statistics/degrees/.

U.S. Department of Labor, CareerOneStop. 2019. "Looking for a Workforce Development Board or Youth Committee?" Accessed May 15, 2019. https://www.careeronestop.org/LocalHelp/WorkforceDevelopment/workforce-development.aspx.