Strengthening Career and Technical Education in Kentucky

Guide to complete Perkins V Comprehensive Local Needs Assessment

Comprehensive Local Needs Assessment Guide

What is the Comprehensive Local Needs Assessment (CLNA)?

- It is an assessment of Career and Technical Education (CTE) that brings stakeholders together to evaluate if the programs of study offered are meeting the workforce and educational needs of the community.

What are the Benefits of a CLNA?

- Make certain that programs of study are aligned to and validated by local workforce needs and economic priorities.
- Ensure that local Perkins's recipients are serving each learner equitably.
- Enable Perkins recipients to better direct resources towards programs of study that lead to high-skill, high-wage and in-demand occupations and activities that address equity and opportunity gaps.
- Create a platform for coordinating and streamlining existing program review and school improvement processes to bring focus to strategic decisions.
- Provide a structured way to engage key stakeholders regularly around the quality and impact of local CTE programs and systems.

Who are the Partners?

- CLNA partners are school districts, Area Technology Centers (ATCs), and postsecondary institutions that receive Perkins funds.

What groups partner together?

- At least two partners must work together and no more than about 10 partners in a group may work together. Examples of groups are:
    - Kentucky Community and Technical College System (KCTCS) Regional Service Areas
    - New Skills for Youth Partners
    - A Group of Districts/ATC's/Postsecondary Institutions
    - County Partnerships (Must be at least two Perkins eligible recipients)

Who is consulted with in the development of CLNA? (Stakeholder groups)

- Representatives of CTE programs, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals.
- Representatives of CTE programs at postsecondary educational institutions, including faculty and administrators.
- Representatives of the state or local workforce development boards and local or regional business and industries (including identified state and regional sectors).
- Parents and students.
- Representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth.
- Representatives of special populations;
    - Individuals with disabilities
    - Economically disadvantaged
    - Individuals preparing for Nontraditional fields
    - Single parents
    - Out of Workforce Individuals
    - English Learners
    - Homeless individuals (described in McKinney-Vento)
    - Youth who are in or aged out of foster care
    - Youth with parents that are active duty armed forces

(**The stakeholder groups should meet twice per year**.)

Who is required to meet?

Local recipients are required to engage a diverse body of participants who to plan the needs assessment. Perkins V requires, at a minimum, the following participants to engage in the needs assessment. At least two representatives from each of the above groups should attend the meetings. (Example two secondary educators, two postsecondary educators, two WIB members or business and industry representative, a parent and student and two representatives for the special populations groups. The smallest meeting size would be 10 individuals.)

Sending surveys to the representatives does not constitute a meeting. A meeting may be in-person or virtual.

REVISED JUNE 2021

What is Required in a CLNA?

- Student performance data
    - An evaluation of student performance by accountability area for each district, ATC and postsecondary institution.
    - Must be broken out by each special population group, gender, major racial and ethnic groups and migrant status.
    - Performance Indicators (Secondary)
        - Graduation Rate.
        - Academic Attainment in Reading, Math, and Science.
        - Follow-up of previous year students that are in postsecondary education, military, employed, service programs or serving in the Peace Corps.
        - Percentage of CTE concentrators that have graduated from high school and attained a postsecondary credential including industry certification and end of program assessment.
        - Percentage of CTE concentrators that are participating in programs of study that lead to non-traditional field.

    - Performance Indicators (Postsecondary)
        - Follow-up of concentrators completing the program that are in postsecondary education, military, employed, service programs or serving in the Peace Corps.
        - Percentage of CTE concentrators who receive a postsecondary credential or within one year of completing. (Includes certificates or degrees)
        - Percentage of CTE concentrators that are participating in programs of study that lead to non-traditional field.

- Size, Scope & Quality
    - How the CTE programs are sufficient in size, scope and quality to meet the needs of all students served?
        - Kentucky's definition of size, scope and quality:
            - **Size:** One (1) complete program of study in the program area offered in the school. If a school has more than one program area, then each area will need one (1) complete program of study. The program of study will be aligned to the academic needs and the multiple entry and exit points to allow for continuing education.
            - **Scope:** The programs of study lead to industry-recognized certifications, articulated college credit and will link to dual credit opportunities for students and/or work-based learning. Dual credit may be in the academic or skilled area of the POS. Work-

based learning should include areas outlined in Kentucky's Work-Based Learning Manual.

- **Quality:** Programs of study shall meet the following indicators:

  ### Secondary

  - Be of sufficient size, which offer a sequence of four or more earned technical credits.

  - Have a postsecondary connection through dual enrollment, dual credit, current agreement for a program of study or current local articulation agreement approved by the lead administrators of the Kentucky Department of Education (KDE) and postsecondary institutions or leads to KDE-approved industry recognized certifications.

  - Have an active advisory panel.

  - Have a certified and appropriately endorsed teacher.

  - Have a co-curricular career and technical student organization (CTSO) that provides students the opportunity to engage in leadership development activities (beginning in the 2021-22 academic year).

  - Be supported by current labor market data.

  ### Postsecondary

  - Lead to a postsecondary credential(s) that is industry recognized and supported by current labor market data and/or local needs assessment.

  - Include career pathway progressions from secondary to postsecondary to employment or transfer.

  - Have an active advisory panel.

- Labor market alignment
  - Align to state, regional or local in-demand industry sector identified by the State Workforce Development Board; or
  - Designed to meet local education or economic needs.

- Progress towards implementing CTE programs of study
  - Conduct an evaluation of progress toward the implementation of CTE programs of study.

- Recruitment, retention and training of faculty and staff
  - How will recipients improve recruitment, retention and training of CTE teachers, faculty, specialized instructional support, paraprofessionals and career and academic guidance counselors, including underrepresented groups?

- Progress towards improving access and equity
  - Describe the progress toward implementation of equal access to high quality CTE courses and programs of study for all students, including;
    - Strategies to overcome barriers that result in lower access or performance gaps for special populations.
    - Providing programs that are designed to enable special populations to meet the levels of performance.
    - Providing activities to prepare special populations for high-skill, high-wage or in-demand industry sectors or occupations that will lead to self-sufficiency.

Does there need to be a review of the CLNA in the second year?

- Yes. The CLNA is a document created every other year and reviewed in the off year.

Who needs to be consulted for the second-year review of the CLNA?

- The same group that developed the CLNA needs to be the group that revises the document.

What needs to be covered in the CLNA review?

- Ensure the Programs of Studies are
  - Responsive to community employment needs
  - Align with employment priorities in the state, regional, or local economy including in-demand sectors
  - Informed by labor market information
  - Designed to meet current, intermediate, and long-term labor market projections
  - Allow employer input into the development of programs of study
  - Identify and encourage opportunities for work-based learning
  - Ensure funding is used in coordination with other local resources

- o Provide input on annual updates to the comprehensive needs assessment for the local Perkins application

How is the CLNA linked to the Perkins Local Application?

- The results of the CLNA must drive local spending decisions.
- The strengths and weaknesses identified in the CLNA should connect to the activities outlined in the local application.

What are the timelines for the CLNA?

- Perkins V requires that the CLNA be completed every other year and a review be completed in the off years.
- Kentucky requires that the CLNA or the revisions be submitted by January 1st each year.

What resources are available to complete the CLNA?

- Kentucky Center for Statistics -- https://kystats.ky.gov
- Technical Education Data System (TEDS) -- https://teds.ky.gov
- Kentucky Department of Education Website -- https://education.ky.gov
- Kentucky Workforce Innovation Board Website -- https://kwib.ky.gov