

***CTE and Innovation***

***Local Needs Assessment (LNA)***

***Paper Application***

One of the most significant changes in Perkins V (the Strengthening Career and Technical Education (CTE) for the 21st Century Act) is the new requirement for local grant recipients to conduct a comprehensive local needs assessment (CLNA) and update it at least every two years. The new needs assessment is the foundation of Perkins V implementation at the local level - it drives your local application development and future spending decisions. It is a chance to take an in-depth look at your local CTE system and identify areas where targeted improvements can lead to increased opportunities for student success. The needs assessment, if implemented thoughtfully, can also be a powerful opportunity to engage stakeholders in developing a common understanding and vision for the future of CTE in your community.

To implement the CLNA, you must evaluate, in consultation with a wide range of stakeholders, how your overall CTE offerings measure up on:

* Student performance by subgroup on Perkins core indicators
* Alignment to labor market needs
* Size, scope and quality of CTE programs offered
* Progress toward implementing CTE programs and programs of study
* Recruitment, retention and training for CTE educators and support professionals
* Progress toward implementing and improving access and equity to CTE for all students

The comprehensive local needs assessment provides a step-by-step procedure which translates the language in the law into concrete, actionable steps. These steps not only complete the requirements but also engages stakeholders in meaningful, regular, data-driven consultation that drives program quality and equity.

When engaging stakeholders, Local Educational Agencies (LEAs) should communicate with their Education for Employment (EFE) System Director to ensure that you are not duplicating those that will engage at the CLNA level. It is advisable to engage stakeholders at the school district or Local Needs Assessment (LNA) level that make decisions about programming and that guide, instruct, and support students in secondary CTE programs.

Both the LNA and CLNA are arranged by the required components and includes guidance on gathering information, discussions around data points, recording your findings, and merging those findings as you begin the local application process.

* All schools in a district must complete the PDR before the LNA application will open
* All school district/area career centers/region centers must complete the LNA before the CLNA application will open, and
* All EFEs must complete and submit to ISBE the CLNA to complete the state and federal CTE local application/grants.

Resources for the Comprehensive Local Needs Assessment process are available at [www.isbe.net/cte](http://www.isbe.net/cte). Any questions specifically regarding the CLNA process may be directed to [cte@isbe.net](mailto:cte@isbe.net).

Please complete your LNA by March 15, 2022.

**Section 1:**

To identify stakeholders, start with individuals and organizations that your programs already work with through industry advisory boards, sector partnerships, community groups, parent-teacher associations and other structures. After identifying those already engaged in your programs, you may need to reach out to new partners to fill gaps in expertise and ensure appropriate breadth and depth of representation among those impacted by CTE. *See* [*Required Stakeholders Brainstorm Form*](U://Needs%20Assessment/Comprehensive%20Local%20Needs%20Assessment/Brainstorm_Form_of_Required_Stakeholders.pdf)

[Perkins V Sec. 134(d)] In conducting the comprehensive needs assessment…and developing the local application…an eligible recipient shall involve a diverse body of stakeholders, including, at a minimum (the following):

|  |  |  |
| --- | --- | --- |
| **Name** | **Role**  ***(Indicate role for each name provided)*** | **Involvement** |
| Click here to enter name | Select Role | At-Risk Youth  Virtual Attendance at Meeting  On-line or Virtual Feedback |
| Click here to enter name | Select Role | At-Risk Youth  Virtual Attendance at Meeting  On-line or Virtual Feedback |
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| Click here to enter name | Select Role | At-Risk Youth  Virtual Attendance at Meeting  On-line or Virtual Feedback |

Please list the name of each person agreeing to participate in the LNA process, their roles and the format(s) through which feedback was provided. If an individual represents more than one role, you will need to list them multiple times. For the role Employer, the Name should include, at minimum, the name of the employer; the name of the individual representing that business is optional. (See [Terms and Definitions](https://appsqa.isbe.net/CTEComprehensiveLocalNeedsAssessment/Documents/LNA_CLNA_Terms_and_Definitions.pdf) for more information)

|  |  |  |
| --- | --- | --- |
| **Name** | **Title**  ***(Indicate role for each name provided)*** | **Involvement** |
| Click here to enter name | Select Role | At-Risk Youth  Virtual Attendance at Meeting  On-line or Virtual Feedback |
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**Section 1 (continued):**

Number of Parents Participating In-person Enter Number

Number of Parents Participating Virtual Meeting Attendance Enter Number

Number of Parents Providing On-line or Written Feedback Enter Number

Number of Students Participating In-person Enter Number

Number of Students Participating Virtual Meeting Attendance Enter Number

Number of Students Providing On-line or Written Feedback Enter Number

**Section 2:**

"Evaluate the performance of students with respect to state determined and local levels of performance, including an evaluation of performance for special populations and each subgroup." [Perkins V Sec.134 (c)(2)(A)]. See [Terms and Definitions](https://appsqa.isbe.net/CTEComprehensiveLocalNeedsAssessment/Documents/LNA_CLNA_Terms_and_Definitions.pdf) and [Student Data Explanation](https://appsqa.isbe.net/CTEComprehensiveLocalNeedsAssessment/Documents/Student_Data_Explanation.pdf) for more information

CTE Student Performance Program Summary:

**Data Points Needed:**Student Disaggregated Data Charts

Discussion Prompts for Program Summary:

* What student data is trending positively over the last several years? Our strengths.
* What student data is stagnated or trending negatively? Our areas for improvement and challenges.
* Based on the performance indicators and student population data, what are our highest priority areas of focus for our programs?
* How will we address the areas where the data indicates we are not meeting performance indicator targets?

**Based upon student data and discussion points on student performance, identify with summative statements:**

**Strengths**

Click or tap here to enter text.

**Areas for improvement and challenges**

Click or tap here to enter text.

**Proposed strategies, including student support and interventions, with timeline for addressing disparities or gaps in local level of performance**

Click or tap here to enter text.

**Section 3:**

Describe progress that has been made toward implementation of equal access to high quality CTE courses and programs of study for all students. [Perkins V Sec.134 (c)(2)(E)]. See [Terms and Definitions](https://appsqa.isbe.net/CTEComprehensiveLocalNeedsAssessment/Documents/LNA_CLNA_Terms_and_Definitions.pdf) and [Student Data Explanation](https://appsqa.isbe.net/CTEComprehensiveLocalNeedsAssessment/Documents/Student_Data_Explanation.pdf) for more information

**Data Points Needed:**Student Disaggregated Data Charts

Discussion Prompts for Equal Access to High-Quality CTE Courses and Programs of Study for All Students:

* Based on the disaggregated data:
  + How are students from special populations performing in CTE programs in comparison to students without identified special needs?
  + How are students from different genders, races and ethnicities performing in CTE programs?
  + Where do the biggest gaps in performance exist between subgroups of students?
* Based on upon local program data, identify CTE programs where special populations are performing above average? Below average?
* Based upon local program data, how are we preparing special populations to be self-sufficient in high-skill, high-wage, or in-demand industry sectors?
* Based upon local program data, how are we preparing special populations for non-traditional fields?
* Based upon local program data, how are we ensuring non-discrimination for special populations with our CTE programs?
* Based upon local program data, what are the potential root causes of inequities in the CTE programs?

**Based upon the disaggregated student data at the district level and discussion points on equal access to high-quality CTE courses and programs of study for all students, identify with summative statements:**

**Strengths (please refer to PDR quality component Recruitment and Access)**

Click or tap here to enter text.

**Area for improvement and challenges**

Click or tap here to enter text.

**Goals and strategies, including timelines, for addressing equal access to high-quality CTE courses and programs of study for all students. Include descriptions of how you will:**

* **Prepare special populations for self-sufficiency**
* **Prepare special populations for non-traditional fields**
* **Provide equal access for special populations**
* **Ensure non-discrimination for special populations**

Click or tap here to enter text.

**Section 4:**

Describe how CTE programs are “aligned to State, regional, or local in-demand industry occupations and designed to meet local economic needs not identified by State boards or local workforce development boards.” [Perkins V Sec 134 (c)(2)(B)(ii)].

**Data Points Needed:**PDR placement data, IDES data (See Help Document for guidance)

Discussion Prompts for Labor Market Alignment:

* Based on IDES data, what industries are projected to grow the most in our area? What occupations?
* How do our CTE program enrollments match projected job openings? Where are the biggest gaps?
* Determine what essential skills, indicated by industry partners, we are incorporating into our programs. What skill needs have industry partners identified as lacking in our programs?
* Which graduates of our programs are thriving in the labor market, and why?
* What opportunities exist in our local labor market for students with disabilities, English learners, or other special populations? How do we ensure access for these populations?

**After reviewing your labor market data, indicate any potential NEW CTE programs that may be needed in your local area.**

Click or tap here to enter text.

**After reviewing your labor market data, LNA results, and discussion points, indicate any potential CTE programs that you plan to discontinue in your region.**

Click or tap here to enter text.

**Section 5:**

Describe how CTE programs are “sufficient in size, scope, and quality to meet the needs of all students” [Perkins V Sec 134 (c)(2)(B)(i)]. See [Terms and Definitions](https://appsqa.isbe.net/CTEComprehensiveLocalNeedsAssessment/Documents/LNA_CLNA_Terms_and_Definitions.pdf) and [Student Data Explanation](https://appsqa.isbe.net/CTEComprehensiveLocalNeedsAssessment/Documents/Student_Data_Explanation.pdf) for more information

**Data Points Needed:**PDR data, Enrollment Trend data

Local Discussion Prompts for Size, Scope, and Quality:

* Based on district program/course enrollment data, are we offering programs in which students are choosing to enroll? What trends are we seeing in the enrollment data?
* Does our enrollment size have the capacity to meet the demands of the business/industries in our region?
* Are there students who want to enroll in our programs who are unable to do so? If so, why?
* What barriers may prevent students from completing a program of study within our district and others in the service area?
* Do some of our programs offer more opportunities for skill development than others, both in classroom/laboratory and through extended learning experiences? If so, how can we modify other programs to do the same?
* How do our programs incorporate relevant academic, technical, and employability skills at every learner level?

**Based upon PDR data, Enrollment Trend data, and discussion regarding Size, Scope, and Quality, answer the following with summative statements:**

**Using PDR Scope component Placement Data, what are the goals and strategies, including timelines, to implement data collection for those programs not currently collecting placement data?**

Click or tap here to enter text.

**Referring to the definition of size, does the district meet the recommended minimum number of CTE programs of study? If no, what are the goals and strategies, including timelines to address this are?**

Click or tap here to enter text.

**Describe the district level student recruitment and retention plan that extends into middle school to address equity gaps.**

Click or tap here to enter text.

**Based upon PDR data, Enrollment Trend data, and discussion regarding Size, Scope, and Quality, what are our goals and strategies, including timelines, to address those CTE programs that ARE NOT meeting the following requirements? Additionally, include goals and strategies for continuous improvement in CTE programs that ARE meeting the following requirements.**

**Enrollment size**

Click or tap here to enter text.

**Incorporating challenging State academic standards**

Click or tap here to enter text.

**Addressing technical knowledge and skills**

Click or tap here to enter text.

**Addressing employability skills**

Click or tap here to enter text.

**Meeting with an established advisory committee**

Click or tap here to enter text.

**Including team-based challenges or CTSO**

Click or tap here to enter text.

**Offering work-based learning opportunities**

Click or tap here to enter text.

**Offering programs with appropriate and accessible facilities using industry standard technology and equipment**

Click or tap here to enter text.

**Section 6:**

Evaluate "progress toward the implementation of quality CTE programs and programs of study". [Perkins V Sec 134 (c)(2)(C)]. See [Terms and Definitions](https://appsqa.isbe.net/CTEComprehensiveLocalNeedsAssessment/Documents/LNA_CLNA_Terms_and_Definitions.pdf) and [Student Data Explanation](https://appsqa.isbe.net/CTEComprehensiveLocalNeedsAssessment/Documents/Student_Data_Explanation.pdf) for more information

**Data Points Needed:**PDR data, Enrollment Trend data

Discussion Prompts for Program Summary:

* How fully are our programs aligned and articulated across secondary and postsecondary education?
  + What evidence do we have to support this?
  + Are there specific programs that are misaligned, and if so why?
* How are we adapting programs as they become more professionalized and specialized?
* What opportunities exist for students in our programs of study to earn dual credit or enroll concurrently?

**Describe your CTE Continuous Improvement Process that continuously evaluates and improves your Programs of Study in collaboration with stakeholders and advisory committee, including meeting frequency**

Click or tap here to enter text.

**Based upon PDR data, Enrollment Trend data, and discussion regarding Progress Toward Implementing Quality Programs of Study, what are our goals and strategies, including timelines, to address those CTE programs that ARE NOT meeting the following requirements? Additionally, include goals and strategies for continuous improvement in CTE programs that ARE meeting the following requirements.**

**Providing guidance and instruction on the concept of career clusters and support for student selection of a cluster of interest**

Click or tap here to enter text.

**Including an orientation course within their course sequence**

Click or tap here to enter text.

**Including an advanced course within their course sequence**

Click or tap here to enter text.

**Culminating in the attainment of an industry-recognized credential(s)**

Click or tap here to enter text.

**Including credit transfer opportunities (e.g., dual credit, articulation agreement)**

Click or tap here to enter text.

**Including instruction and evaluation in safety**

Click or tap here to enter text.

**If you have schools without approved CTE programs, what are your strategies for providing access to CTE for those students?**

Click or tap here to enter text.

**Section 7:**

Describe progress being made to “improve recruitment, retention, and training of CTE teachers, faculty, specialized instructional support personal, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.” [Perkins V Sec 134 (c)(2)(D)]. See [Terms and Definitions](https://appsqa.isbe.net/CTEComprehensiveLocalNeedsAssessment/Documents/LNA_CLNA_Terms_and_Definitions.pdf) and [Student Data Explanation](https://appsqa.isbe.net/CTEComprehensiveLocalNeedsAssessment/Documents/Student_Data_Explanation.pdf) for more information

**Data Points Needed:**PDR data, LNA Summative Statements for Access to High-Quality CTE

**Based upon employment data trends, professional learning opportunities, and discussion with educators:**

**What do educators report as needs and preferences for professional learning and supports?**

Click or tap here to enter text.

**Summarize district CTE programs recruitment effort and outcomes.**

Click or tap here to enter text.

**Summarize distrcit CTE programs retention efforts and outcomes.**

Click or tap here to enter text.

**Based on data and input from professionals, what are your goals and strategies, including timelines, for professional learning?**

Click or tap here to enter text.