**Comprehensive Local Needs Assessment (CLNA) - New Programs**

## **Submission requirements**

**The 2022 CLNA for new programs is due to RIDE by 5pm EST on May 5, 2022. Please download and save this application, labeled as “LEA Name\_2022CLNA\_NEW,” and then submit as a PDF to** **CTE@ride.ri.gov****.**

## **OVERVIEW**

The Strengthening Career and Technical Education for the 21st Century Act, otherwise known as Perkins V, was signed into law in July 2018. This legislation reauthorized the Carl D. Perkins Career and Technical Education Act of 2006 which governs the federal support for career and technical education (CTE). One of the most significant changes introduced in Perkins V is the new Comprehensive Local Needs Assessment (CLNA).The purpose of this year’s CLNA is to align planning, spending, and accountability activities under Perkins V to support high-quality CTE programs. Any gap areas identified through the development of the CLNA should directly align to the goals and action steps in the local Perkins V funding application.

Specifically, the legislation states, “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.”

Secondary and postsecondary eligible recipients shall include the following steps in the process:

1. Organize groups of stakeholders

2. Analyze student and labor market data

3. Evaluate current CTE programs

4. Create goals and actionable strategies

During the summer of 2020, Rhode Island LEAs submitted their CLNAs for the first time. This guidance document and subsequent materials reflect revisions based on stakeholder feedback and emerging best practices. The goals of this CLNA are to be more user-friendly and less repetitious, offering LEAs a clear and concise path to identifying their programs’ needs through sensible data-driven decision-making that supports on-going improvement efforts.

**In order to efficiently prepare to respond to this year’s CLNA, please make sure that you have:**

* Information to substantiate that your CTE initiative is tied to a career cluster and has a connection to [CTEBOT standards](https://www.ride.ri.gov/StudentsFamilies/EducationPrograms/CareerTechnicalEducation.aspx#12211720-cte-program-standards--regulations) for career preparation programs
* Overall LEA student performance as identified on the [RIDE Report Card](https://reportcard.ride.ri.gov/)
* Data to substantiate that your LEA determined this CTE initiative over others
* Record of stakeholder involvement in the development of this CTE initiative (tracker included below)
* [Most recent Labor Market Information (LMI) from Department of Labor and Training (DLT)](https://www.ride.ri.gov/StudentsFamilies/EducationPrograms/CareerTechnicalEducation.aspx#12211763-ri-perkins-v-plan--comprehensive-local-needs-assessment)

There are three key components to this year’s CLNA: Stakeholder Engagement and Data Collection, and Root Cause Analysis.

## *Stakeholder Engagement*

Identical to the 2020 CLNA, this year’s CLNA should be developed in partnership with a **diverse group of stakeholders**. The law specifies that, at a minimum, the following stakeholders should be included:

* CTE program representatives at the secondary and postsecondary levels, including teachers, faculty, administrators, career guidance and advisement professionals, and other staff
* State or local workforce development board representatives
* Representatives from a range of local businesses and industries
* Parents and students
* Representatives of special populations

## During the last CLNA, school closures due to COVID-19 necessitated that LEAs hold virtual meetings and conference calls to gather feedback. RIDE acknowledges that these unusual times called for innovative ways to gather, and that flexibility still applies. LEAs may want to review notes and insights from previous engagement meetings to determine the most effective approach this time around. Stakeholder engagement meetings do not have to occur all at once, nor does it have to include every stakeholder in a single meeting.

## *Data Collection*

For LEAs who have not completed a CLNA, you will need to utilize the [RI Report Card site](https://reportcard.ride.ri.gov/) for Diploma Plus metrics, including a Postsecondary Success Index Score which includes the number of graduates who earned a CTE credential.

## *Root Cause Analysis*

A CLNA attempts to identify the underlying factors or “root causes” that explain why a performance gap exists. There are many protocols and frameworks for conducting a root cause analysis, all of which ultimately boil down to asking ***"why?"*** until useful responses stop coming or the solution falls outside of LEA control[[1]](#footnote-2). Engage stakeholders through this process, or a similar one, to examine data and gather feedback about root cause issues at your LEA.

## **Needs Assessment Instructions**

Rhode Island CTE programs exist to provide all Rhode Island students with skills, experiences, and credentials that will propel their success in life and the workforce. In future iterations, the CLNA will be a tool designed to **support LEAs through a process that will identify the underlying factors within a school or district’s control that explain any gaps in CTE programming, quality and access.** Conclusions from this process will then inform local funding application expenditures. Each section includes short answer questions, please complete all questions. Additional resources can be found on the [CTE landing page](https://www.ride.ri.gov/StudentsFamilies/EducationPrograms/CareerTechnicalEducation.aspx), and RIDE will be hosting weekly office hours to support LEAs in completing their CLNA.

The 2022 CLNA is divided into the following sections:

1. [**Cover sheet:**](#_Cover_Sheet)
	1. Be prepared to provide basic contact information for the LEA, contact information for the individual completing the form, a list of the CTE initiatives that may operate in the LEA (and the corresponding CTE Board Standards), and information that outlines who participated in the CLNA process and when/where they did so.
2. **Labor Market Alignment**
	1. The skills and areas where students will find opportunities for success in the future.
3. [**Student Access & Participation**](#_SECTION_4:_Student)
	1. The extent to which *all* students have access to and are accessing CTE.
4. [**Program Scope & Alignment**](#_SECTION_5:_Program)
	1. The ability of current/planned programs to prepare students for success.
5. [**Educator Recruitment, Retention & Training**](#_SECTION_6:_Educator)
	1. The tools and experiences educators will require in order to prepare students for the opportunities of the future.
6. [**Summary & Conclusions**](#_SECTION_7:_Summary)
	1. A summary of the findings that have surfaced as a result of the analysis that will transform CTE programs in your community.

# **Cover Sheet**

1. LEA name:
2. Name of person completing CLNA:
3. Title of person completing CLNA:
4. Email of person completing CLNA:
5. Please complete the following tables:

**Table 1: Current CTE Programs and affiliated standards** (add rows as needed)

|  |  |
| --- | --- |
| **Current CTE Initiatives** | **Affiliated Standard** |
|  |  |
|  |  |
|  |  |
|  |  |

**Table 2: Stakeholder Engagement Tracker** (add rows as needed)

|  |  |  |
| --- | --- | --- |
| **Stakeholder Category (see above)** | **Organization/Company/Name** | **Date of Engagement**  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

1. LEA Signatures (must be CTE Program Director, Principal, or Superintendent):

LEA Representative Title Date

[**Labor Market Alignment**](#_SECTION_3:_Labor)

*Key questions: How well are your proposed programs aligned with state, regional and local workforce and career needs?*

Using the DLT’s most recent [LMI dataset,](https://www.ride.ri.gov/StudentsFamilies/EducationPrograms/CareerTechnicalEducation.aspx#12211763-ri-perkins-v-plan--comprehensive-local-needs-assessment) please complete the following table for all Perkins-funded programs, and then answer the following questions:

|  |  |  |
| --- | --- | --- |
| **Program name:**  | **Median wage:**  | **RI-specific openings:**  |
|  |  |  |
|  |  |  |

1. Identify which student subpopulations (race/ethnicity, gender, FRPL, 504/IEP, MLL) are over or under-represented in your LEA, and explain these trends. Does student participation match the overall demographics of your school?
2. Is there a need for new or additional CTE programming to meet existing industry/occupational demand that your LEA might consider addressing?
3. Does your school offer pathways meeting other needs not identified by [RI’s Labor Market information?](https://www.ride.ri.gov/StudentsFamilies/EducationPrograms/CareerTechnicalEducation.aspx#12211763-ri-perkins-v-plan--comprehensive-local-needs-assessment)
4. Does your school offer CTE pathways aligned with industries and/or occupations with weak or non-existent demand? What are those programs? How does your LEA plan to address this discrepancy?

A summary of these findings will be required in the [CLNA Summary.](#_2022_CLNA_Summary)

# **[Student Access & Participation](#_SECTION_4:_Student)**

*Key question: does your LEA ensure that all students have access to and support in CTE initiatives?*

Please use LEA localized data (including program application, acceptance, and program completion numbers) to answer the following questions.

1. Are all student subgroups able to apply for this proposed CTE initiative proportionate to the school population?
2. What efforts will be made to recruit and retain a diverse student population of learners into your CTE initiatives?
3. What supports do you have in place to ensure students successfully complete a CTE initiative?
4. To what extent are there barriers that limit special population groups from accessing school’s CTE initiatives, either in general, or by specific initiative?
5. If applicable, how are students in your LEA’s middle school utilizing their [Individual Learning Plans](https://www.ride.ri.gov/StudentsFamilies/EducationPrograms/SchoolCounseling.aspx#16611424-individual-learning-plans) and school counselors to determine whether or not a CTE initiative is good fit?
6. Are your CTE initiatives connected to a middle school career exploration programs? If so, please describe which ones and how, and if not, what is your plan to promote this opportunity?

A summary of these findings will be required in the [CLNA Summary.](#_2022_CLNA_Summary)

# **[Program Scope & Alignment](#_SECTION_5:_Program)**

*Key questions: are our planned CTE initiatives able to meet the needs of students to enter high wage, high demand career opportunities?*

Please use the [CTE Industry-Specific Program Standards](https://www.ride.ri.gov/Portals/0/Uploads/Documents/CTE/Website%20materials%202021/FINAL_CTEBOT_Standards_110221.pdf?ver=2021-11-03-083713-710) and the [RI CTEBOT Work-Based Learning Criteria and Resources](https://www.ride.ri.gov/Portals/0/Uploads/Documents/CTE/Website%20materials%202021/RI%20CTEBOT%20Work-Based%20Learning%20Criteria%20and%20Resources%20%283%29%20%281%29.pdf?ver=2021-09-27-170429-490) to answer the following questions:

1. Is the technical content of programs sufficiently rigorous? How do you validate this?
2. Please complete the following table to identify what work-based learning (WBL) experiences (industry projects, service learning, internships, apprenticeships and/or school-based enterprises) are required within each of your initiatives, and provide a brief description.

|  |  |  |
| --- | --- | --- |
| **Program Name** | **WBL Type** | **Brief Description** |
|  |  |  |
|  |  |  |

1. How will these WBL experiences sufficiently preparing students for their eventual career?

A summary of these findings will be required in the [CLNA Summary.](#_2022_CLNA_Summary)

# **[Educator Recruitment, Retention & Training](#_SECTION_6:_Educator)**

*Key questions: how can we improve recruitment, retention, and training of CTE initiative educators, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions?*

With your planned CTE initiatives, please let us know the following certification information for your educators teaching these courses.

Using [CTE teacher certification requirements](https://www.ride.ri.gov/StudentsFamilies/EducationPrograms/CareerTechnicalEducation.aspx#12211324-cte-teacher-certification), the [RIDE eCert](http://ecert.ride.ri.gov/public/) portal, and local data sources (i.e. LEA Professional Learning Plan, teacher Professional Learning Units, surveys, professional development calendar, etc.), answer the following questions:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CTE Teacher Name** | **RIDE Certification Name** | **RIDE Certification Type (Full or Emergency)** | **RIDE Certification Number** | **Industry Recognized Certification (Ex: PLTW, Print-Ed, etc.)** | **Notes (E.g. close to retirement, has signaled interest in leaving the LEA, etc.)**  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

1. What specific professional learning opportunities are offered by your LEA for CTE initiative educators and how often will you offer them?
2. Outside of LEA-sponsored PD, what will these educators in your LEA do to stay current within the industry that they teach?
3. Please describe your talent management system including what processes and strategies are in place to recruit, induct, and retain faculty and staff. Are these processes and strategies efficient and effective, especially for instructors coming from industry? How do you know?
4. Does your staff/faculty reflect the demographic makeup of your student body? If not, what steps are you taking to ensure staff/faculty begin to reflect the demographic makeup of your student body?
5. What are the current barriers to hiring qualified staff and faculty?
6. When educators leave employment from your LEA, what is the process to determine their reasons for departure? What are the patterns that you’ve seen? How do you plan to address this?

A summary of these findings will be required in the [CLNA Summary.](#_2022_CLNA_Summary)

# **[Summary and Conclusions](#_SECTION_7:_Summary)**

Now that you have engaged stakeholders, examined current data, and discussed the underlying factors that explain any gaps and/or highlights in current initiatives (root cause analysis) please complete the following summary table:

|  |
| --- |
| **2022 CLNA Summary** |
|  | **Salient Findings from your Analysis***(250 word max for each section below)* |
| [Labor Market Alignment](#_SECTION_3:_Labor) |  |
| [Student Access & Participation](#_SECTION_4:_Student) |  |
| [Program Scope & Alignment](#_SECTION_5:_Program) |  |
| [Teacher Recruitment, Retention & Training](#_SECTION_6:_Educator) |  |

1. Based on your observations of the data and determination of root causes of those observations from each component, what conclusions are you drawing about the needs of your current initiative? Which initiatives are the strongest? What feedback and/or data provided the most “food for thought”?
2. Given your findings, please outline your top three 2022 CLNA SMART goals in the following table, and please include your top strategy to achieve each goal:

|  |  |
| --- | --- |
| **SMART Goal #1** |  |
| *Goal #1 Strategy* |  |
| **SMART Goal #2** |  |
| *Goal #2 Strategy* |  |
| **SMART Goal #3** |  |
| *Goal #3 Strategy* |  |

1. Is there anything else that you’d like the CTE community to understand about your initiatives, your LEA’s vision for CTE, and/or your plans for the next two years?
1. [*Mindtools.com*](https://www.mindtools.com/pages/article/newTMC_5W.htm) [↑](#footnote-ref-2)