***2024 Comprehensive Local Needs Assessment***

 ***(CLNA) Guide***

# **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 the 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.”[[1]](#footnote-2)

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. This guidance document and subsequent materials reflect revisions based on stakeholder feedback from iterations of the 2020 and 2022 CLNAs, emerging best practices, as well as federally required corrective actions.

# **Purpose**

The purpose of the CLNA is to align planning, spending, and accountability activities under Perkins V to support, improve, and expand upon high-quality CTE programs. The results of completing the CLNA will inform the Perkins funding application’s two-year goals (FY25 and FY26). These goals will be developed by determining program strengths, growth areas, and potential technical assistance needs.

# **How to Use this Guide**

LEAs must answer all questions to effectively examine the experiences of all students engaged in your RIDE-approved CTE programs across seven components.

***To effectively prepare responses to the 2024 CLNA, please make sure that you have available*:**

* State goals disaggregated data by subpopulation (located in the RIDE Portal in Resource Center)
* LEA and School Improvement Plans (please use your most current, even if it’s in draft form)
* [Most recent Labor Market Information (LMI) from Department of Labor and Training (DLT)](https://ride.ri.gov/sites/g/files/xkgbur806/files/Portals/0/Uploads/Documents/CTE/Website-materials-2021/Appendix-A---RI-Occupational-Projections-2018-2028.pdf?ver=2022-03-31-114704-610)
* Your LEA’s 2022 CLNA
* [CTE Industry-Specific Program Standards](https://ride.ri.gov/sites/g/files/xkgbur806/files/2023-09/SY23_24_CTE%20Industry%20Standards_FINAL.pdf)
* Local CTE teacher certification information
* Your local team of professionals to offer insight and provide feedback

# **CLNA Priorities**

The framework for the CLNA will focus on these six priorities with a final summary section:

1. **Reflections from 2022**: *Reflect on the progress made during the implementation of the 2022 CLNA.*
2. **Student Performance**: *Evaluate CTE student performance on state-determined accountability indicators.*
3. **Labor Market Needs**: *Justify alignment of CTE program(s) to high wage, high skill, and/or in-demand career clusters.*
4. **Student Access & Participation**: *Evaluate the access to and equitable participation in RIDE-approved CTE programs for all student groups/subpopulations.*
5. **Programs of Study**: *Determine the ability of current programs to prepare students for success.*
6. **Educator Recruitment, Retention, and Training**: *Assess the recruitment, retention, and training of highly skilled CTE educators at the local level.*
7. **Summary & Conclusions**: *Summarize the findings to create goals and actionable strategies that will transform CTE programs in your community.*

# **Stakeholder Engagement**

Identical to previous CLNA iterations, the 2024 CLNA should be developed in partnership with a **diverse group of stakeholders**. Stakeholder engagement meetings do not have to occur all at once, nor do they have to include every stakeholder in a single meeting.

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

## *Root Cause Analysis / Reflection*

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[[2]](#footnote-3). Engage stakeholders through this method, or a similar one, to examine your response data. *You should engage in this process with your stakeholders for each of the sections so that you can sufficiently capture your salient findings in the Summary and Conclusions section at the end.*

# **CLNA Completion Instructions**

Again, the CLNA is 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 for which complete answers are required. Additional resources can be found on the [CTE Website](https://ride.ri.gov/students-families/education-programs/career-technical-education) under “RI Perkins V Plan, Comprehensive Local Needs Assessment (CLNA), and Perkins Monitoring.” Additionally, RIDE will host a CLNA Kickoff session to support LEAs in completing their CLNA on 4/11/24 which will be recorded and then posted to this same website.

**The 2024 CLNA is divided into the following sections**:

1. [Cover sheet:](#_Cover_Sheet)
	* Provide basic contact information for the individual completing the form, a list of the Perkins-funded, RIDE-approved CTE programs and corresponding standards that currently operate in the LEA, and information that outlines who participated in the CLNA process and when/where they did so.
2. [Section 1: Reflections from 202](#_SECTION_1:_Reflections)2
	* If the LEA submitted a CLNA in 2022, they would reflect on the progress made during the implementation of its 2022 CLNA.
3. [Section 2: Student Performance](#_SECTION_2:_Student)
	* Evaluate CTE student performance on state-determined accountability indicators.
4. [Section 3: Labor Market Needs](#_SECTION_3:_Labor)
	* Justify alignment of CTE program(s) to high wage, high skill, and/or in-demand career clusters.
5. [Section 4: Student Access & Participation](#_SECTION_4:_Student)
	* Evaluate the access to and equitable participation in RIDE-approved CTE programs for all student groups/subpopulations.
6. [Section 5:](#_SECTION_5:_Program) Programs of Study
	* Determine the ability of current programs to prepare students for success.
7. [Section 6: Educator Recruitment, Retention & Training](#_SECTION_6:_Educator)
	* Assess the recruitment, retention, and training of highly skilled CTE educators at the local level.
8. [Section 7: Summary & Conclusions](#_SECTION_7:_Summary)
	* Summarize the findings to create goals and actionable strategies that will transform CTE programs in your community.

## *Submission Requirements*

**The 2024 CLNA is due to RIDE by 5pm on 5/8/24.** Please download and save this application, labeled as “LEA Name\_2024CLNA,” and then submit as a PDF to CTE@ride.ri.gov.

## ***Cover Sheet***

1. LEA name:
2. School name:
3. Name of primary person completing CLNA:
4. Title of person completing CLNA:
5. Email of person completing CLNA:
6. Identify your current [CTE Programs](https://ride.ri.gov/sites/g/files/xkgbur806/files/2023-10/SY23-24_CTEApprovedPrograms_Website%20Version.pdf) and their [affiliated standards](https://ride.ri.gov/sites/g/files/xkgbur806/files/2023-09/SY23_24_CTE%20Industry%20Standards_FINAL.pdf) (add rows as needed):

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| --- | --- | --- |
| **RIDE-approved CTE programs / Perkins-funded pathway** | **Affiliated Standard** | **High School** |
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1. By indicating *YES*, you are attesting that your LEA has engaged a diverse group of stakeholders/partners in conducting this CLNA. Please see the [*Strengthening Career and Technical Education for the 21st Century Act, Section 134(d)*](https://www.isbe.net/Documents/Perkins-V-Section-134-Local-App-CLNA-Components.pdf) for specific information.

*YES NO*

1. LEA Signatures (CTE Director, Principal, and Superintendent):

CTE Director Name Signature Date

Principal Name Signature Date

Superintendent Name Signature Date

# **[Section 1: Reflections from 2022](#_Section_1:_Reflections_1)** *[(Note: only applicable for LEAs who submitted a CLNA in 2022)](#_Section_1:_Reflections_1)*

In this section, you will be asked to reflect upon the 2022 CLNA that your LEA completed to refine your vision for CTE in your LEA for the next two years. Please utilize your [2022](#_2022_CLNA_Summary) CLNA to complete the following questions:

1. Using the following table, please copy/paste your LEA’s three SMART (specific, measurable, actionable, reasonable, and timebound) goals from the 2022 CLNA and provide a brief narrative about your progress.

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| **SMART GOAL** | **Progress since 2022 CLNA** *(250-word max)* |
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1. Reflect on the successes and challenges of achieving the goals identified in the 2022 CLNA’s Conclusions.
2. Discuss how the LEA plans to integrate its ‘unfinished business’ from 2022 goals with your currently identified needs. *(Note: Best to answer this question after you’ve completed all sections of the CLNA.)*

## **[Section 2: Student Performance](#_SECTION_2:_Student)**

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| **Perkins V Section 134 (c)(2)(A)** *An evaluation of the performance of the students (Perkins V Section 134 (c)(2)(A)) served by the eligible recipient with respect to State determined and local levels of performance established…* |

In this section, you will (1) evaluate your students’ performance on federal accountability measures (i.e., state goals) in the aggregate and disaggregated by gender, race, and special population groups.

***Materials to Review***: Perkins performance data aggregated and disaggregated by CTE program and subpopulation groups. Please use the state provided Perkins V based data for performance indicators for your district, school, and CTE Programs to complete the CLNA by navigating to [portal.ride.ri.gov](https://portal.ride.ri.gov/Account/Login). Once logged in, please select “Resource Center.” Next, click on “Comprehensive Local Needs Assessment (CLNA),” the first item in the drop-down menu. *Please be advised that district data managers must assign access to additional LEA/school-level users.*

State Goals:

1. According to each of the Secondary Measures, how are students from different genders, races, and ethnicities performing in your CTE programs?
2. According to each of the Secondary Measures, how are students from each special population student group performing in your CTE programs in comparison to students who are not identified in a special population?
3. Which groups of students are struggling the most in CTE programs?
4. Where do the biggest gaps in performance exist between subgroups of students?
5. Are there certain CTE programs where special populations are performing above average? Below average?
6. What are the driving differences/root causes of inequities in your CTE programs?

## [**Section 3: Labor Market Alignment**](#_SECTION_3:_Labor)

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| **Perkins V Section 134(c)(2)(B)(ii)***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…* |

In this section, you will consider the alignment between programs offered and the labor market needs of your local area and/or Rhode Island. Please use the [Department of Labor and Training’s (DLT’s) most recent LMI dataset](https://dlt.ri.gov/labor-market-information/) as well as the [U.S. Bureau of Labor and Statistics’ State Occupational Employment and Wage Estimates](https://www.bls.gov/oes/current/oes_ri.htm) to complete the following table for all Perkins-funded programs and then answer the following questions:

***Material to Review***: Priority sector list, state and Local LMI, real-time job postings data from online search engines, input from business and industry representatives, alumni employment earnings outcomes from SLDS/follow-up survey of alumni. Additional materials are posted on the CTE website.

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| **Program name:**  | **Median wage:**  | **RI-specific openings:**  |
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*Please add rows, as needed*.

1. What industries are projected to grow the most in your local area? What occupations?
2. Are your CTE program offerings broad enough to expose students to all the priority sectors/occupations in your area?
3. Is there a need for new or expanded CTE programming to meet existing industry/occupational demand that your LEA might consider addressing? Please explain.
4. How do your CTE program enrollments match projected job openings? Where are the biggest gaps?
5. What skill needs have industry partners identified as lacking in your programs?
6. Which graduates of your programs are thriving in the labor market, and why?
7. What opportunities exist in your local labor market for students with disabilities, MLLs, or other special populations?
8. How does your LEA communicate LMI data points to students and families when recruiting and serving students?
9. Does your school offer programs meeting other needs not identified by RI’s Labor Market information? Please explain.

## **[Section 4: Student Access & Participation](#_SECTION_4:_Student)**

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| **Perkins Section 134(c)(2)(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.* |

In this section, you will evaluate your progress in providing equal access to CTE programs, particularly CTE programs that lead to strong positive outcomes for students, and in providing CTE in a way that maximizes success for special populations.

***Materials to Review***: Local application and acceptance data, promotional materials, recruitment activities for special populations, processes for providing accommodations and supportive services for special populations, procedures for WBL for special populations, data on participation for students from special populations, findings from SurveyWorks (or other surveys/focus groups) that represent special populations.

1. Which population groups are underrepresented in your CTE programs overall, and in specific program areas? Overrepresented?
2. Are there additional enrollment discrepancies related to priority sector occupations?
3. Are all student subgroups applying to or entering CTE programs proportionate to the school population?
4. What barriers currently exist that prevent special populations groups from accessing your programs?
5. What efforts have been made to recruit and retain a diverse student population of learners into your programs?
6. What supports do you have in place to ensure student subgroups successfully complete a CTE program of study?
7. To what extent are there barriers that limit special population groups from accessing school’s CTE programs, either in general, or by specific program?
8. What accommodations, modifications, and supportive services would help ensure access and equity for all students within your programs?
9. 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 program is good fit?

## **[Section 5: Programs of Study](#_SECTION_5:_Program)**

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

In this section, you will consider how well you are implementing the full scope of the CTE Industry Standards in your CTE Programs.

***Material to Review***: Please use the [CTE Industry-Specific Program Standards](https://ride.ri.gov/sites/g/files/xkgbur806/files/2023-09/SY23_24_CTE%20Industry%20Standards_FINAL.pdf) 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).

1. Describe the rate at which your students are earning culminating credentials—which programs are most successful? Which student groups are earning them at higher/lower rates?
2. In anticipation of the CTE program audit, which of your programs are not currently meeting the expectations of the full [standard](https://ride.ri.gov/sites/g/files/xkgbur806/files/2023-09/SY23_24_CTE%20Industry%20Standards_FINAL.pdf) for which they were approved? Please identify the program(s) and explain your plan to correct this.
3. How do the academic courses, CTE courses, and industry credential requirements in each program build from basic knowledge and skills to more complex knowledge and skills?
4. Is the technical content of programs sufficiently rigorous? How do you validate this?
5. 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 programs and provide a brief description.

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| **Program Name** | **WBL Type** | **Brief Description** |
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*Please add rows, as needed*.

1. Identify which student subpopulations are successfully completing the minimum 80-hour WBL requirement and explain these trends.

## **[Section 6: Educator Recruitment, Retention & Training](#_SECTION_6:_Educator)**

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| **Perkins V Section 134(c)(2)(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.* |

In this section you will 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.

***Materials to Review:***  [CTE teacher certification requirements](https://ride.ri.gov/sites/g/files/xkgbur806/files/2023-07/RI-CTE-Requirements.pdf), 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.), description of recruitment and retention processes, findings from teacher evaluations, data educator retention, and information on teacher shortage areas.

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| --- | --- | --- | --- | --- |
| **CTE Teacher Name** | **RIDE Certification Name** | **RIDE Certification Type (Full or Emergency)** | **Industry Recognized Certification (e.g., PLTW)** | **Notes (E.g. close to retirement, has signaled interest in leaving the LEA, etc.)**  |
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1. Using the chart above, are all the educators teaching in your programs adequately certified/credentialed?
2. What specific professional learning opportunities are offered by your LEA for CTE staff and how often do you offer them?
3. Outside of LEA-sponsored PD, what are teachers in your LEA doing to stay current within the industry that they teach?
4. 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?
5. 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?
6. What are the current barriers to hiring qualified staff and faculty?
7. 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?

## **[Section 7: Summary and Conclusions](#_SECTION_7:_Summary)**

To conclude this CLNA process, you will capture the results of each section’s root cause analysis/reflection to effectively address your most critical needs to determine which programs and activities to prioritize funding in your local Perkins application (*in AcceleGrants*).

Please complete the following summary table for each of the completed sections:

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| **2024 CLNA Summary Analyses** |
| *(250-word max for each section below)* | **Salient Findings: *Identify the most pressing needs of your local CTE system as they relate to each of the sections*** |
| [Reflections from 2022](#_Section_1:_Reflections_1)  |  |
| [Student Performance](#_SECTION_2:_Student) |  |
| [Labor Market Alignment](#_SECTION_3:_Labor) |  |
| [Student Access & Participation](#_SECTION_4:_Student) |  |
| Programs of Study |  |
| [Teacher Recruitment, Retention & Training](#_SECTION_6:_Educator) |  |

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| **Questions to Consider:*** *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 CTE system? Which programs are the strongest? Which ones need to be transformed or retired? What feedback and/or data provided the most “food for thought”?*
* *Given your findings, please outline your top three 2024 CLNA SMART goals in the following table, and please include your top strategy to achieve each goal.*
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| **S-PECIFIC** | **M-EASURABLE** | **A-CHIEVABLE** | **R-ELEVANT** | **T-IME-BOUND** |

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

* Is there anything else that you’d like the CTE community to understand about your programs, your LEA’s vision for CTE, and/or your plans for the next two years?
1. Strengthening Career and Technical Education for the 21st Century Act, Section 134(c) [↑](#footnote-ref-2)
2. [*Mindtools.com*](https://www.mindtools.com/pages/article/newTMC_5W.htm) [↑](#footnote-ref-3)