2024 Comprehensive Local Needs Assessment (CLNA) *Kickoff Event* April 11, 2024



#### Overview



One of the most significant aspects of Perkins V legislation is the Comprehensive Local Needs Assessment, or **CLNA**. 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.

Any gap areas identified through the development of the CLNA should directly align to the goals and action steps in the FY25 and FY26 local Perkins V funding application (i.e., the Secondary Funding application in AcceleGrants).



## **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 and local targets.
- **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.



#### **Ultimate CLNA Purpose**



## **Salient Findings**

Looking for <u>pithy</u> responses: *Brief, forceful, and meaningful*.

**3 SMART Goals** 



# Reflections from 2022



### Section 1: Reflections from 2022

Section 1: Reflections from 2022 (Note: only applicable for LEAs who submitted a CLNA in 2022)

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 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.

SMART GOAL	Progress since 2022 CLNA (250-word max)

2. Reflect on the successes and challenges of achieving the goals identified in the 2022 CLNA's Conclusions.

#### ✓ PRO TIP

Questions 1 and 2 can be answered first; best to leave Question 3 for the end, as you will best know how integrate past and present priorities once you've gone through the whole exercise.

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3. Discuss how the LEA plans to integrate its 'unfinished <u>business'</u> from 2022 goals with your currently identified needs. (*Note: Best to answer this question after you've completed all sections of the CLNA.*)

# Student Performance



#### A Word About Perkins V Indicators

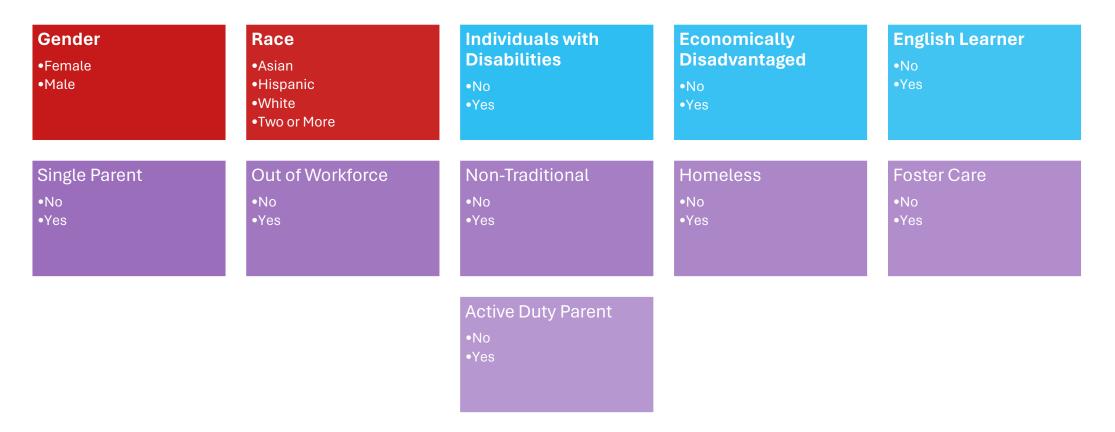
It is important to note that you will be analyzing your students' performance against Perkins V Performance Indicators, which are federally mandated. For the Student Performance section, you are only concerned with how your programs fare against the targets for the following Perkins V Indicators:

Indicator	*Cohort or Graduating Class	**Definition	State Target (2022-23)
1S1	Cohort of 2020	Number of concentrators who graduated in 4 years or less	92%
1S2	Cohort of 2018	Number of concentrators who graduated in 6 years or less	91%
2S1	Graduating Class	Number of concentrators with a proficient ELA SAT score	65%
2S2	Graduating Class	Number of concentrators with a proficient Math SAT score	63%
2S3	Graduating Class	Number of concentrators with a proficient Science Assessment score	6%
3S1	Graduating Class	Number of concentrators who are in postsecondary education	69%
4S1	Graduating Class	Number of concentrators in non-traditional fields	11%
5S3	Graduating Class	Number of concentrators having taken WBL courses	6%

\*Cohort = Ss that entered 9<sup>th</sup> grade and graduated in 4 years; \*\*Graduation Class = Ss that graduated in 2023 \*\*Concentrators = Ss who have taken two or more CTE courses (Perkins V definition)

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# **Perkins Subpopulations**



You will likely spend the most time analyzing data from the top row, as you will have few to zero students representing the other special populations (purple).

RHODE

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 CLNA Viz Instructions
 Diagram of Viz
 Tab #1: Performance
 Tab #2: SCHOOL Totals

 Indicators
 by Indicator

**RIDE** Repartment Rhode Island Career and Technical Education

#### Comprehensive Local Needs Assessment (CLNA) for Perkins V Reporting

This visualization provides District Specific Data to complete the CLNA required for the Federal Perkins V reporting 2023-24 year

After this slide there is an image that diagrams the interactive visualization on last 2 tabs

<u>Tab #1: Performance Indicators</u>: provides district specific data by School and CTE Program(s) <u>Indicators 1S1 & 1S2</u> - cohort-based indicators are shown on the left-hand side <u>Indicators 2S1 to 5S3</u> - Graduating class-based indicators are shown on the right-hand side <u>Data are Student Counts and Percentages (use scroll bars to view)</u>

<u>Tab #2: School totals by Indicators</u>: provides district specific data totals for each school. The layout of this view is the same as Tab #1 and is for informational purposes only.

After logging on to the RIDE Portal using your District Specific login, the visualization will show data for the school(s) in your district.

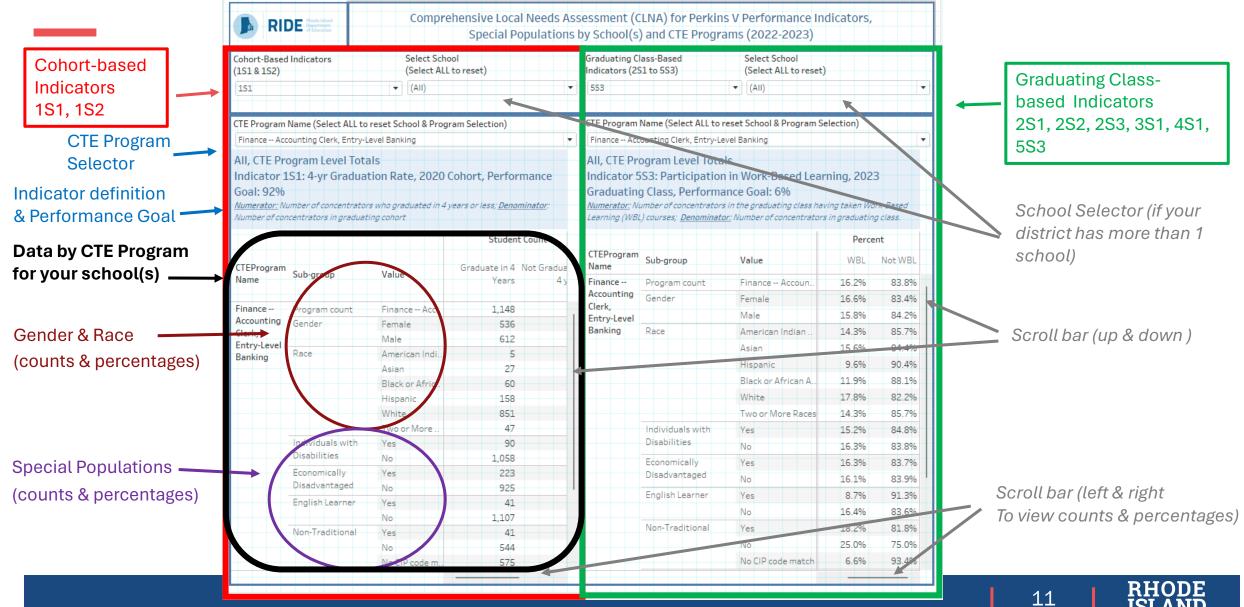
<u>Use the Left side of Tab #1</u> to select Perkins V Cohort-based Performance Indicators (1S1, 1S2). If you have more than 1 school in your district, you MUST select each school to view school-specific CTE Program data (<u>Do Not Use (AII)</u>). Then select each CTE Program to view Program specifc student counts & percentages.

<u>Use the Right side of Tab #1</u> to select Perkins V Graduation-based Performance Indicators (2S1, 2S2, 2S3, 3S1, 4S1, and 5S3).

If you have more than 1 school in your district, you MUST select each school to view school-specific CTE Program data (Do Not Use (All)). Then select each CTE Program to view Program specifc student counts & percentages.

Tab #2: SCHOOL totals: is for informational purposes only.

#### **Diagram of Data Visualization for Perkins Indicators**



	<		ons Diagram o		Indicators	by Ir	ndicator	/	
<b>I</b> RII	DE Rhode Island of Education	Compr				,	ins V Performanc rams (2022-2023		,
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152		hool Progr	am Selection)	CTE Program	Name (Select ALL to	reset School & Progran	n Selection)	
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	Disabilities Economically	Yes No Yes No Yes	90 1,058 223 925 41		Disabilities Economically Disadvantaged	No Yes No	195 42 169	1,00 21 87 4 1,05
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			Enter search	text						
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ntry-Level anking	Race	meri	Scituate H	igh School Senior High School				Asian	5	2
and g		sian	Toll Gate H	-				Hispanic	17	16
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		Whi.	r More	851			1.1.1.1.1	Two or More R		4
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		Yes		223			Disadvantage	d Ne	42	21
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	English Learner	Yes		41			English Ledrin	No Yes	207	1,05
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Cohort-Based Indicators (151 & 152) 151 CTE Program Name (Select ALI		sive Local Needs Ass Special Populations				e Indicators.	
(1S1 & 1S2) 1S1	(Select ALL to res	-ot)		) and CTE Pro	grams (2022-202		,
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Fipe ,	,	•	Finance Acc	ounting Clerk, Entr	y-Level Banking		-
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	- Landscaper & Groundkeeper	r				Student	Count
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Arts Dancer/Choreograph			ccounting	Gender	Female	102	513
Arts Media Communicatio	ons		erk, ntry-Level		Male	109	581
Arts Musician Arts Theater Technologis	+		anking	Race	American India	n 1	6
Construction Boat Buildir					Asian	5	27
Construction Composites	-				Hispanic	17	161
	n Craft Laborer Apprenticeshi	in			Black or African	A., 8	59
Construction Junior Carpe		E.			White	172	793
Construction Residential					Two or More Ra		48
Construction Residential	Pre-Apprentice Electrical			Individuals with		16	89
Construction Residential	Pre-Apprentice HVACR			Disabilities	No	195	1.005
Construction Residential	Pre-Apprentice Plumber			Economically	Yes	42	216
Construction Welder - Ent	try-Level			Disadvantaged			
Education Education (Edu	ucation, Child Care, Teacher As	ssistant)			No	169	878
Finance Accounting Clerk	, Entry-Level Banking			English Learner		4	42
Health Certified Nursing /	Assistant -CNA				No	207	1,052
Health Emergency Medica	al Technician			Non-Traditional	Yes	8	36
Hospitality ACF Culinary A					No	162	486
Hospitality Culinary - Bak					No CIP code ma	tch 41	583
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	<	CLNA Viz Instructi	ions D	)iagram of Viz	Tab #1: Pe Indicators		#2: SCHOOL Totals ndicator	>	
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Finance Accounting Clerk, Entry-Level	Program count Gender Race Individuals with Disabilities	Finance Acc Female Male American Indi Asian Black or Afric Hispanic White Two or More Yes No	1,148 536 612 5 27 60 158 851 47 90 1,058	83 31 52 2 3 3 14 20 39 5 5 13 70 37 37 46	Accounting Clerk, Entry-Leve	Gender Race Individuals with Disabilities Economically Disadvantaged	Female Male American Indian Asian Hispanic Black or African White Two or More Rac Yes No Yes No	102 109 1 5 1 7 A 8 177 A 8 172 ees 8 16 195 42 169	51 58 2 16 5 79 4 8 1,00 21 87
Finance Accounting Clerk, Entry-Level	Program count Gender Race Individuals with Disabilities Economically	Finance Acc Female Male American Indi Asian Black or Afric Hispanic White Two or More Yes No Yes	1,148 536 612 5 27 60 158 851 47 90 1,058 223	83 31 52 2 3 14 20 39 5 5 13 13 70 37	Accounting Clerk, Entry-Leve	Gender Race Individuals with Disabilities Economically	Female         Male         American Indian         Asian         Hispanic         Black or African         White         Two or More Race         Yes         No         Yes         No         Yes         No         Yes         No         Yes	102 109 1 5 1 7 A 8 177 A 8 172 es 8 16 195 42 169 4	51 58 2 16 5 79 4 8 1,00 21 87 4
Finance Accounting Clerk, Entry-Level	Program count Gender Race Individuals with Disabilities Economically Disadvantaged	Finance Acc Female Male American Indi Asian Black or Afric Hispanic White Two or More Yes No Yes No	1,148 536 612 5 27 60 158 851 47 90 1,058 223 925	83 31 52 2 3 3 14 20 39 5 5 13 70 37 37 46	Accounting Clerk, Entry-Leve	Gender Race Individuals with Disabilities Economically Disadvantaged English Learner	Female       Male       American Indian       Asian       Hispanic       Black or African       White       Two or More Race       Yes       No       Yes       No       Yes       No       Yes       No       Yes       No       Yes       No	<ul> <li>102</li> <li>109</li> <li>110</li> <li>15</li> <li>17</li> <li>4</li> <li>8</li> <li>172</li> <li>es</li> <li>16</li> <li>195</li> <li>42</li> <li>169</li> <li>4</li> <li>207</li> </ul>	51 58 2 16 5 79 4 8 1,00 21 87 4 1,05
Finance Accounting Clerk, Entry-Level	Program count Gender Race Individuals with Disabilities Economically Disadvantaged	Finance Acc Female Male American Indi Asian Black or Afric Hispanic White Two or More Yes No Yes No Yes	1,148 536 612 5 27 60 158 851 47 90 1,058 223 925 41	83 31 52 2 3 14 20 39 5 13 70 37 46 7	Accounting Clerk, Entry-Leve	Gender Race Individuals with Disabilities Economically Disadvantaged	Female         Male         Marcian Indian         Asian         Hispanic         Black or African         White         Two or More Rad         Yes         No         Yes         No	<ul> <li>102</li> <li>109</li> <li>11</li> <li>5</li> <li>117</li> <li>8</li> <li>1172</li> <li>8</li> <li>1172</li> <li>8</li> <li>1172</li> <li>8</li> <li>1172</li> <li>8</li> <li>1172</li> <li>8</li> <li>1172</li> <li>4</li> <li>1172</li> <li>4</li> <li>1195</li> <li>1</li></ul>	51 58 2 16 5 79 4 8 1,00 21 87 4 1,05 3
Finance Accounting Clerk, Entry-Level	Program count Gender Race Individuals with Disabilities Economically Disadvantaged English Learner	Finance Acc Female Male American Indi Asian Black or Afric Hispanic White Two or More Yes No Yes No Yes No	1,148 536 612 5 27 60 158 851 47 90 1,058 223 925 41 1,107	83 31 52 2 3 3 14 20 39 5 5 39 5 13 70 37 46 7 7 76	Accounting Clerk, Entry-Leve	Gender Race Individuals with Disabilities Economically Disadvantaged English Learner	Female       Male       American Indian       Asian       Hispanic       Black or African       White       Two or More Race       Yes       No       Yes       No       Yes       No       Yes       No       Yes       No       Yes       No	<ul> <li>102</li> <li>109</li> <li>110</li> <li>109</li> <li>110</li> <li>5</li> <li>117</li> <li>4</li> <li>8</li> <li>1172</li> <li>88</li> <li>116</li> <li>195</li> <li>42</li> <li>169</li> <li>42</li> <li>169</li> <li>42</li> <li>169</li> <li>8</li> <li>162</li> </ul>	1,09 51 58 2 16 5 79 4 1,00 21 87 21 87 4 1,05 3 48 58



	<	CLNA Viz Instruct	ions Diagra	am of Viz	Tab #1: Peri Indicators		2: SCHOOL Totals licator	>	
<b>I</b> RII	DE Shode Island Department of Education	Comp					s V Performance ams (2022-2023)		
Cohort-Based	dIndicators	Select Sc			Graduating C		Select School		
(1S1 & 1S2)			LL to reset)		Indicators (2	51 to 553)	(Select ALL to re	set)	
151		▼ (AII)		•	553		▼ (AII)		
TE Program	Name (Select ALL to	reset School & Pro	ogram Selection		CTE Program	Name (Select ALL to	reset School & Progra	n Selection)	
Finance Acc	counting Clerk, Entry-L	evel Banking			Finance Acc	counting Clerk, Entry-Le	evel Banking		
AII, CTE Pro	ogram Level Tota	als			AII, CTE Pr	ogram Level Tota	als		
Goal: 92% <u>Vumerator:</u> Ni	LS1: 4-yr Gradua umber of concentrator ncentrators in graduat	rs who graduated in			Graduatin <u>Numerator:</u> N	g Class, Performa	n in Work-Based Lu ance Goal: 6% s in the graduating class o <u>r:</u> Number of concentra	s having taken Wa	ork-Based
			Percen	t				Student	Count
CTEProgram			aduate in 4 N	ot Graduate in	CTEProgram Name	Sub-group	Value	WBL	Not WBL
Name	Sub-group	Value	Years	4 years	Finance	Program count	Finance Accoun	. 211	1,094
			93.3%	6.7%	Accounting Clerk,	Gender	Female	102	513
inance	Dreaman count							100	581
	Program count Gender	Finance Acc			Entry-Level		Male	109	
ccounting	Program count Gender	Female	94.5%	5.5%	Entry-Level Banking	Race	Male American Indian .	. 1	(
ccounting lerk, ntry-Level	_	Female Male		5.5% 7.8%		Race			e 27
ccounting lerk, ntry-Level	Gender	Female	94.5% 92.2%	5.5%		Race	American Indian .	. 1	
ccounting lerk, ntry-Level	Gender	Female Male American Indi	94.5% 92.2% 71.4%	5.5% 7.8% 28.6%		Race	American Indian . Asian	. 1 5 17	161
lerk, Ierk,	Gender	Female Male American Indi Asian	94.5% 92.2% 71.4% 90.0%	5.5% 7.8% 28.6% 10.0%		Race	American Indian . Asian Hispanic	. 1 5 17	161 59
ccounting lerk, ntry-Level	Gender	Female Male American Indi Asian Black or Afric	94.5% 92.2% 71.4% 90.0% 81.1%	5.5% 7.8% 28.6% 10.0% 18.9%		Race	American Indian . Asian Hispanic Black or African A	. 1 5 17 8 172	161 59 793
Accounting Clerk, Entry-Level	Gender	Female Male American Indi Asian Black or Afric Hispanic	94.5% 92.2% 71.4% 90.0% 81.1% 88.8%	5.5% 7.8% 28.6% 10.0% 18.9% 11.2%		Race Individuals with	American Indian . Asian Hispanic Black or African A White	. 1 5 17 8 172	161 59 793 48
ccounting lerk, ntry-Level	Gender	Female Male American Indi Asian Black or Afric Hispanic White	94.5% 92.2% 71.4% 90.0% 81.1% 88.8% 95.6%	5.5% 7.8% 28.6% 10.0% 18.9% 11.2% 4.4%			American Indian . Asian Hispanic Black or African A White Two or More Race	. 1 5  8  8  8  8	161 59 793 48
lerk, Ierk,	Gender Race	Female Male American Indi Asian Black or Afric Hispanic White Two or More	94.5% 92.2% 71.4% 90.0% 81.1% 88.8% 95.6% 90.4%	5.5% 7.8% 28.6% 10.0% 18.9% 11.2% 4.4% 9.6%		Individuals with	American Indian . Asian Hispanic Black or African A White Two or More Race Yes	. 1 5 17 8 172 8 8 16	161 59 793 48 89 1,005
ccounting lerk, ntry-Level	Gender Race Individuals with Disabilities Economically	Female Male American Indi Asian Black or Afric Hispanic White Two or More Yes	94.5% 92.2% 71.4% 90.0% 81.1% 88.8% 95.6% 90.4% 87.4%	5.5% 7.8% 28.6% 10.0% 18.9% 11.2% 4.4% 9.6% 12.6%		Individuals with Disabilities	American Indian . Asian Hispanic Black or African A White Two or More Race Yes No Yes	. 1 5 . 17 . 8 . 172 . 8 . 172 . 8 . 16 . 195 . 42	161 59 793 48 89 1,005 216
lerk, Ierk,	Gender Race Individuals with Disabilities Economically Disadvantaged	Female Male American Indi Asian Black or Afric Hispanic White Two or More Yes No	94.5% 92.2% 71.4% 90.0% 81.1% 88.8% 95.6% 90.4% 87.4% 93.8% 85.8% 95.3%	5.5% 7.8% 28.6% 10.0% 18.9% 11.2% 4.4% 9.6% 12.6% 6.2%		Individuals with Disabilities Economically Disadvantaged	American Indian . Asian Hispanic Black or African A White Two or More Race Yes No Yes No	. 1 5 17 8 172 5 8 8 16 195 42 169	161 59 793 48 89 1,005 216 878
Accounting Clerk, Entry-Level	Gender Race Individuals with Disabilities Economically	Female Male American Indi Asian Black or Afric Hispanic White Two or More Yes No	94.5% 92.2% 71.4% 90.0% 81.1% 88.8% 95.6% 90.4% 87.4% 93.8% 85.8% 95.3% 85.4%	5.5% 7.8% 28.6% 10.0% 18.9% 11.2% 4.4% 9.6% 12.6% 6.2% 14.2% 4.7% 14.6%		Individuals with Disabilities Economically	American Indian . Asian Hispanic Black or African A White Two or More Race Yes No Yes No Yes No	. 1 5 17 8 172 8 8 8 172 8 8 16 195 42 169 4	161 59 793 48 89 1,005 216 878 42
Accounting Clerk, Entry-Level	Gender Race Individuals with Disabilities Economically Disadvantaged English Learner	Female Male American Indi Asian Black or Afric Hispanic White Two or More Yes No Yes No	94.5% 92.2% 71.4% 90.0% 81.1% 88.8% 95.6% 90.4% 87.4% 93.8% 85.8% 95.3% 85.8% 95.3%	5.5% 7.8% 28.6% 10.0% 18.9% 11.2% 4.4% 9.6% 12.6% 6.2% 14.2% 4.7% 14.6% 6.4%		Individuals with Disabilities Economically Disadvantaged English Learner	American Indian . Asian Hispanic Black or African A White Two or More Race Yes No Yes No Yes No Yes No	. 1 5 17 8 172 8 8 8 172 8 8 172 8 8 172 172 172 16 195 42 169 4 207	6 27 161 59 793 48 89 1,005 216 878 42 1,052
Accounting Clerk, Entry-Level	Gender Race Individuals with Disabilities Economically Disadvantaged	Female Male American Indi Asian Black or Afric Hispanic White Two or More Yes No Yes No Yes No Yes No Yes	94.5% 92.2% 71.4% 90.0% 81.1% 88.8% 95.6% 90.4% 87.4% 93.8% 85.8% 95.3% 85.8% 95.3% 85.4% 93.6%	5.5% 7.8% 28.6% 10.0% 18.9% 11.2% 4.4% 9.6% 12.6% 6.2% 14.2% 4.7% 14.6% 6.4% 2.4%		Individuals with Disabilities Economically Disadvantaged	American Indian . Asian Hispanic Black or African A White Two or More Race Yes No Yes No Yes No Yes No Yes	. 1 5 17 8 172 8 8 8 16 195 169 169 169 169 4 207 8	161 59 793 48 89 1,005 216 878 42 1,052 36
Finance Accounting Clerk, Entry-Level Banking	Gender Race Individuals with Disabilities Economically Disadvantaged English Learner	Female Male American Indi Asian Black or Afric Hispanic White Two or More Yes No Yes No Yes No Yes	94.5% 92.2% 71.4% 90.0% 81.1% 88.8% 95.6% 90.4% 87.4% 93.8% 85.8% 95.3% 85.8% 95.3%	5.5% 7.8% 28.6% 10.0% 18.9% 11.2% 4.4% 9.6% 12.6% 6.2% 14.2% 4.7% 14.6% 6.4%		Individuals with Disabilities Economically Disadvantaged English Learner	American Indian . Asian Hispanic Black or African A White Two or More Race Yes No Yes No Yes No Yes No	. 1 5 17 8 172 8 8 8 16 195 42 169 4 207 8 162	161 59 793 48 89 1,009 216 878 42 1,052

	<	CLNA Viz Instructio	ons Diagram	n of Viz	Tab #1: Perf Indicators		ab #2: SCHOOL Totals y Indicator	>	
<b>B</b> RI	DE Bhode Island Gegatriment of Education	Compr				*	rkins V Performance ograms (2022-2023)		,
ohort-Based	Indicators	Select Sch			Graduating C		elect School		
1S1 & 1S2)		(Select ALL to reset)			Indicators (2	S1 to 5S3)	elect ALL to re	set)	
151		▼ (AII)		•	553		AII)		
					Enter search	1 text			
E Program	Name (Select ALL to	reset School & Prog	gram Selection)		( 2S1		: <mark>Sc</mark> hool & Program	n Selection)	
inance Acc	counting Clerk, Entry-L	evel Banking		•	2S2		a king		
	ogram Level Tota	als			253				
	LS1: 4-yr Gradua		Cohort Perfo	ormance	3S1		work-Based L	earning 202	23
oal: 92%	-	cion nucc, 2020	conor e r erre	indice	4S1		Joal: 6%	201 million, 202	
	umber of concentrator	rs who graduated in 4	years or less; Den	nominator:	553		ine graduating class	having taken W	ork-Based
umber of cor	ncentrators in graduat	ing cohort			Learning (WB	L) courses; <u>Denom</u>	ninator: Number of concentra	tors in graduatii	ng class.
								Student	Count
			Percent					Student	count
					CTEProgram	Sub-group	Value	WBL	Not WBI
-	Sub-group	Value		t Graduate in 4 years	Name	Sub-group		WBL	Not WBI
-	Sub-group	Value	aduate in 4 Not			Program count	Finance Accoun	WBL	Not WB
lame	<b>Sub-group</b> Program count	Value Finance Acc	aduate in 4 Not		Name Finance Accounting Clerk,	Sub-group	Finance Accoun Female	WBL . 211 102	Not WB 1,094 513
inance	Sub-group	Value	aduate in 4 Not Years	4 years	Name Finance Accounting Clerk, Entry-Level	Program count Gender	: Finance Accoun Female Male	WBL . 211 102 109	Not WB 1,094 513 583
Name Finance Accounting Clerk,	Sub-group Program count	Value Finance Acc	aduate in 4 Not Years 93.3%	4 years 6.7%	Name Finance Accounting Clerk,	Program count	Finance Account Female Male American Indian .	WBL . 211 102 109 1	Not WB 1,094 513 583
lame inance accounting lerk, intry-Level	Sub-group Program count	Value Finance Acc Female	aduate in 4 Not Years 93.3% 94.5%	4 years 6.7% 5.5%	Name Finance Accounting Clerk, Entry-Level	Program count Gender	Finance Account Female Male American Indian . Asian	WBL . 211 102 109 . 1 5	Not WB 1,09 51 58 2
Name Finance Accounting Clerk, Entry-Level	Sub-group Program count Gender	Value Finance Acc Female Male	aduate in 4 Not Years 93.3% 94.5% 92.2%	4 years 6.7% 5.5% 7.8%	Name Finance Accounting Clerk, Entry-Level	Program count Gender	: Finance Accoun Female Male American Indian . Asian Hispanic	WBL 211 102 109 11 5 17	Not WB 1,094 511 583 0 2 163
Name Finance Accounting Clerk, Entry-Level	Sub-group Program count Gender	Value Finance Acc Female Male American Indi Asian Black or Afric	aduate in 4 Years 93.3% 94.5% 92.2% 71.4% 90.0% 81.1%	4 years 6.7% 5.5% 7.8% 28.6% 10.0% 18.9%	Name Finance Accounting Clerk, Entry-Level	Program count Gender	Finance Account Female Male American Indian . Asian Hispanic Black or African A	WBL 211 102 109 1 5 17 	Not WB 1,09 51 58 2 2 16 5
lame inance accounting lerk, intry-Level	Sub-group Program count Gender	Value Finance Acc Female Male American Indi Asian Black or Afric Hispanic	aduate in 4 Years 93.3% 94.5% 92.2% 71.4% 90.0% 81.1% 88.8%	4 years 6.7% 5.5% 7.8% 28.6% 10.0% 18.9% 11.2%	Name Finance Accounting Clerk, Entry-Level	Program count Gender	Finance Account Female Male American Indian . Asian Hispanic Black or African A White	WBL 211 102 109 11 5 17  8 172	Not WB 1,09 51 58 2 16 5 79
Name Finance Accounting Clerk, Entry-Level	Sub-group Program count Gender	Value Finance Acc Female Male American Indi Asian Black or Afric Hispanic White	aduate in 4 Years 93.3% 94.5% 92.2% 71.4% 90.0% 81.1% 88.8% 95.6%	4 years 6.7% 5.5% 7.8% 28.6% 10.0% 18.9% 11.2% 4.4%	Name Finance Accounting Clerk, Entry-Level	Program count Gender Race	: Finance Account Female Male American Indian . Asian Hispanic Black or African A White Two or More Race	WBL 211 102 109 11 5 17  8 172 s 8	Not WB 1,094 511 583 20 163 59 792 44
Name Finance Accounting Clerk, Entry-Level	Sub-group Program count Gender Race	Value Finance Acc Female Male American Indi Asian Black or Afric Hispanic White Two or More	aduate in 4 Years 93.3% 94.5% 92.2% 71.4% 90.0% 81.1% 88.8% 95.6% 90.4%	4 years 6.7% 5.5% 7.8% 28.6% 10.0% 18.9% 11.2% 4.4% 9.6%	Name Finance Accounting Clerk, Entry-Level	Program count Gender Race	: Finance Account Female Male American Indian . Asian Hispanic Black or African A White Two or More Race	WBL 211 102 109 11 5 17  8 172	Not WB 1,094 511 583 20 163 59 792 44
Name Finance Accounting Clerk, Entry-Level	Sub-group Program count Gender Race Individuals with	Value Finance Acc Female Male American Indi Asian Black or Afric Hispanic White Two or More Yes	aduate in 4 Years Not 93.3% 94.5% 92.2% 71.4% 90.0% 81.1% 88.8% 95.6% 90.4% 87.4%	4 years 6.7% 5.5% 7.8% 28.6% 10.0% 18.9% 11.2% 4.4% 9.6% 12.6%	Name Finance Accounting Clerk, Entry-Level	Program count Gender Race	: Finance Account Female Male American Indian . Asian Hispanic Black or African A White Two or More Race	WBL 211 102 109 11 5 17  8 172 s 8	Not WB 1,094 513 583 (2) 22 163 59 793 44 89
lame inance Accounting Ilerk, intry-Level	Sub-group Program count Gender Race Individuals with Disabilities	Value Finance Acc Female Male American Indi Asian Black or Afric Hispanic White Two or More Yes No	aduate in 4 Years Not 93.3% 94.5% 92.2% 71.4% 90.0% 81.1% 88.8% 95.6% 90.4% 87.4% 93.8%	4 years 6.7% 5.5% 7.8% 28.6% 10.0% 18.9% 11.2% 4.4% 9.6% 12.6% 6.2%	Name Finance Accounting Clerk, Entry-Level	Sub-group Program count Gender Race Individuals wit Disabilities Economically	: Finance Account Female Male American Indian . Asian Hispanic Black or African A White Two or More Race th Yes No Yes	WBL 211 102 109 11 5 17  8 172 s 8 8	Not WB 1,094 51: 58: (2) 16: 59: 79: 44: 89: 1,005
inance .ccounting lerk, ntry-Level	Sub-group Program count Gender Race Individuals with Disabilities Economically	Value Finance Acc Female Male American Indi Asian Black or Afric Hispanic White Two or More Yes No Yes	aduate in 4 Years Not 93.3% 94.5% 92.2% 71.4% 90.0% 81.1% 88.8% 95.6% 90.4% 87.4% 93.8% 85.8%	4 years 6.7% 5.5% 7.8% 28.6% 10.0% 18.9% 11.2% 4.4% 9.6% 12.6% 6.2% 14.2%	Name Finance Accounting Clerk, Entry-Level	Sub-group         Program count         Gender         Race         Individuals wit         Disabilities	: Finance Account Female Male American Indian . Asian Hispanic Black or African A White Two or More Race th Yes No Yes	WBL . 211 102 109 . 10 . 102 . 109 . 109	Not WB 1,094 513 588 22 163 59 793 44 89 1,003
lame inance accounting lerk, intry-Level	Sub-group Program count Gender Race Individuals with Disabilities Economically Disadvantaged	Value Finance Acc Female Male American Indi Asian Black or Afric Hispanic White Two or More Yes No Yes No	aduate in 4 Years Not 93.3% 94.5% 92.2% 71.4% 90.0% 81.1% 88.8% 95.6% 90.4% 87.4% 93.8% 85.8% 95.3%	4 years 6.7% 5.5% 7.8% 28.6% 10.0% 18.9% 11.2% 4.4% 9.6% 12.6% 6.2% 14.2% 4.7%	Name Finance Accounting Clerk, Entry-Level	Sub-group Program count Gender Race Individuals wit Disabilities Economically	: Finance Account Female Male American Indian . Asian Hispanic Black or African A White Two or More Race th Yes No Yes	WBL . 211 102 109 . 11 . 5 17 . 8 172 s 8 16 195 42	Not WB 1,094 513 583 ( 21
lame inance Accounting Ilerk, intry-Level	Sub-group Program count Gender Race Individuals with Disabilities Economically	Value Finance Acc Female Male American Indi Asian Black or Afric Hispanic White Two or More Yes No Yes No Yes	aduate in 4 Years Not 93.3% 94.5% 92.2% 71.4% 90.0% 81.1% 88.8% 95.6% 90.4% 87.4% 93.8% 85.8% 95.3% 85.4%	4 years 6.7% 5.5% 7.8% 28.6% 10.0% 18.9% 11.2% 4.4% 9.6% 12.6% 6.2% 14.2% 4.7% 14.6%	Name Finance Accounting Clerk, Entry-Level	Sub-group Program count Gender Race Individuals wit Disabilities Economically Disadvantaged	: Finance Account Female Male American Indian . Asian Hispanic Black or African A White Two or More Race th Yes No Yes	WBL 211 102 109 11 5 17 8 172 5 8 16 195 42 169	Not WB 1,094 513 582 (2 2 163 59 792 44 89 1,003 210 874 44 210
Name Finance Accounting Clerk, Entry-Level	Sub-group Program count Gender Race Individuals with Disabilities Economically Disadvantaged English Learner	Value Finance Acc Female Male American Indi Asian Black or Afric Hispanic White Two or More Yes No Yes No Yes No	aduate in 4 Years Not 93.3% 94.5% 92.2% 71.4% 90.0% 81.1% 88.8% 95.6% 90.4% 87.4% 93.8% 85.8% 95.3% 85.8% 95.3%	4 years 6.7% 5.5% 7.8% 28.6% 10.0% 18.9% 11.2% 4.4% 9.6% 12.6% 6.2% 14.2% 4.7% 14.6% 6.4%	Name Finance Accounting Clerk, Entry-Level	Sub-group Program count Gender Race Individuals wit Disabilities Economically Disadvantaged	Finance Account Female Male American Indian . Asian Hispanic Black or African A White Two or More Race the Yes No Yes No Yes No	WBL 211 102 109 109 109 109 109 109 172 8 8 172 8 172 8 172 173 174 175 177 175 176 177 175 177 175 177 175 176 177 175 176 176 177 176 176 177 176 177 176 177 176 176	Not WB 1,09 51: 58: 22 16: 59 79: 48 1,00 210 87
CTEProgram Name Finance Accounting Clerk, Entry-Level Banking	Sub-group Program count Gender Race Individuals with Disabilities Economically Disadvantaged	Value Finance Acc Female Male American Indi Asian Black or Afric Hispanic White Two or More Yes No Yes No Yes	aduate in 4 Years Not 93.3% 94.5% 92.2% 71.4% 90.0% 81.1% 88.8% 95.6% 90.4% 87.4% 93.8% 85.8% 95.3% 85.4%	4 years 6.7% 5.5% 7.8% 28.6% 10.0% 18.9% 11.2% 4.4% 9.6% 12.6% 6.2% 14.2% 4.7% 14.6%	Name Finance Accounting Clerk, Entry-Level	Sub-group Program count Gender Race Individuals wit Disabilities Economically Disadvantaged English Learne	Finance Account Female Male American Indian . Asian Hispanic Black or African A White Two or More Race th Yes No Yes No Yes No Yes No	WBL . 211 102 109 . 11 . 5 17 . 8 172 s 8 172 s 8 16 195 42 169 42 169 42 207	Not WB 1,094 513 583 ( 2 163 59 793 44 88 1,003 214 87 42 1,055

	<	CLNA Viz Instructi	ions Diagr	am of Viz	Tab #1: Perf Indicators		#2: SCHOOL Totals Indicator	>			
<b>I</b> RII	DE Rhode Island Generation	Compr				· ·	ins V Performance grams (2022-2023		5,		
Cohort-Based (1S1 & 1S2)	Indicators	cators Select School Graduating Class-Based (Select ALL to reset) Indicators (2S1 to 5S3)							Select School (Select ALL to reset)		
151		▼ (AII)	,	•	251	/	▼ (AII)	,			
							,,				
CTE Program	Name (Select ALL t	o reset School & Pro	gram Selection	)	TE Program	Name (Select ALL	to reset School & Progra	in selection)			
Finance Acc	counting Clerk, Entry	-Level Banking			Finance Acc	ounting Clerk, Entry	y-Level Banking				
Indicator 1 Goal: 92% <u>Numerator:</u> N	-	ation Rate, 2020			Indicator 2 2023 Grad <u>Numerator:</u> N	uating Class, P umber of concentration pove the College Rea	Proficiency in Read Performance Goal: 6 tors in the graduating class idy benchmark; <u>Denomina</u>	5 <mark>%</mark> s with an SAT so	ore on the		
			Percen	it	in graduating	<i>ciass.</i>					
CTEProgram Name	Sub-group	Value	aduate in 4 M Years	lot Graduate in 4 years	CTEProgram Name	Sub-group	Value	ELA Proficient	ELA Not Proficient		
					Finance Accounting	Program count	Finance Accour	n 55.3%	40.9%		
Finance Accounting	Program count	Finance Acc	93.3%	6.7%	Clerk,	Gender	Female	55.7%	38.7%		
Clerk,	Gender	Female	94.5%	5.5%	Entry-Level		Male	55.0%	42.8%		
ntry-Level	Race	Male American Indi	92.2% 71.4%	28.6%	Banking	Race	American Indian	33.3%	66.79		
Banking	Ruce	Asian	90.0%	10.0%			Asian	77.8%	14.89		
		Black or Afric.	81.1%	18.9%			Hispanic	30.2%	64.29		
		Hispanic	88.8%	11.2%			Black or African	A 21.0%	69.49		
		White	95.6%	4.4%			White	62.4%	34.89		
		Two or More	90.4%	9.6%			Two or More Rac	es 46.9%	46.99		
	Individuals with	Yes	87.4%	12.6%		Individuals with	Yes	6.2%	90.79		
	Disabilities	No	93.8%	6.2%		Disabilities	No	59.8%	36.49		
	Economically	Yes	85.8%	14.2%		Economically	Yes	32.0%	59.39		
	Disadvantaged	No	95.3%	4.7%		Disadvantaged	No	61.0%	36.49		
	English Learner	Yes	85.4%	14.6%		English Learner	Yes	7.0%	81.49		
	Nee Testition 1	No	93.6%	6.4%			No	57.2%	39.49		
	Non-Traditional	Yes	97.6%	2.4%		No. To date of	Yes	69.0%	28.69		
		No	96 694	2 404		Non-Traditional	Tes	05.070	20.07		
		No No CIP code m	96.6% 90.0%	3.4% 10.0%		Non-Traditional	No	65.0%	32.49		

## Section 2: Student Performance

In this section, you will (1) evaluate your students' performance on Perkins Indicators in the aggregate and disaggregated by gender, race, and special population groups.

Using the data visualization tool provided by RIDE, you will answer the following questions:

#### 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?

#### ✓ PRO TIP

First, familiarize yourself with the tool and its functionality. Then, download your LEA's data as an Excel file to filter and sort the data for easier analysis.



#### LEAs With More Than One High School...

In an effort to make this process manageable for our larger districts—

LEAs with **two or more high schools** will complete a CLNA for their **lowest performing high school** as determined by Perkins Indicator performance.



# Labor Market Needs



# Section 3: Labor Market Alignment

In this section, you will consider the alignment between programs offered and the labor market needs of your local area and/or Rhode Island.

Use the <u>Department of Labor and Training's (DLT's) most recent LMI dataset</u> to complete the following table for all Perkinsfunded programs:

Program name:	Median wage:	RI-specific openings:

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?
- Does your school offer programs meeting other needs <u>not</u> identified by RI's Labor Market information? Please explain.

#### ✓ PRO TIP

First, familiarize yourself with LMI data understand what you are looking at!

Ensure that any new programs you'd like to start, directly support labor market needs.

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# Student Access & Participation



## Section 4: Student Access & Participation

In this section, you will 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.

Use locally supplied data pertaining to your special populations to answer these questions:

- 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 <u>Individual Learning Plans</u> and school counselors to determine whether or not a CTE program is good fit?

✓ PRO TIP

Collaborate with district/school-level student support personnel (i.e., Special Ed Dir., MLL coordinator, school counselors, etc.) for this section.



# **Programs of Study**



# Section 5: 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.

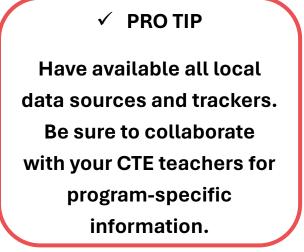
#### Use CTE Industry-Specific Program Standards, the RI CTEBOT Work-Based Learning Criteria and Resources, and CTE Completer information.

- 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?
- In anticipation of the CTE program audit, which of your programs are not currently meeting the expectations of the full <u>standard</u> 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.

WBL Type	Brief Description
	WBL Type

Please add rows, as needed.

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





#### **Educator Recruitment, Retention, and Training**



#### Section 6: Educator Recruitment, Retention, & Training

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.

Use teacher certification data and other teacher-related information to answer the following questions:

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.)

- 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?



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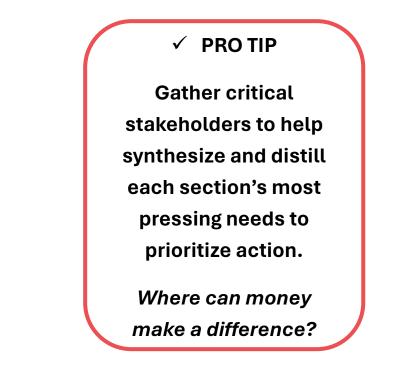
# Summary & Conclusions



#### Section 7: Summary & Conclusions

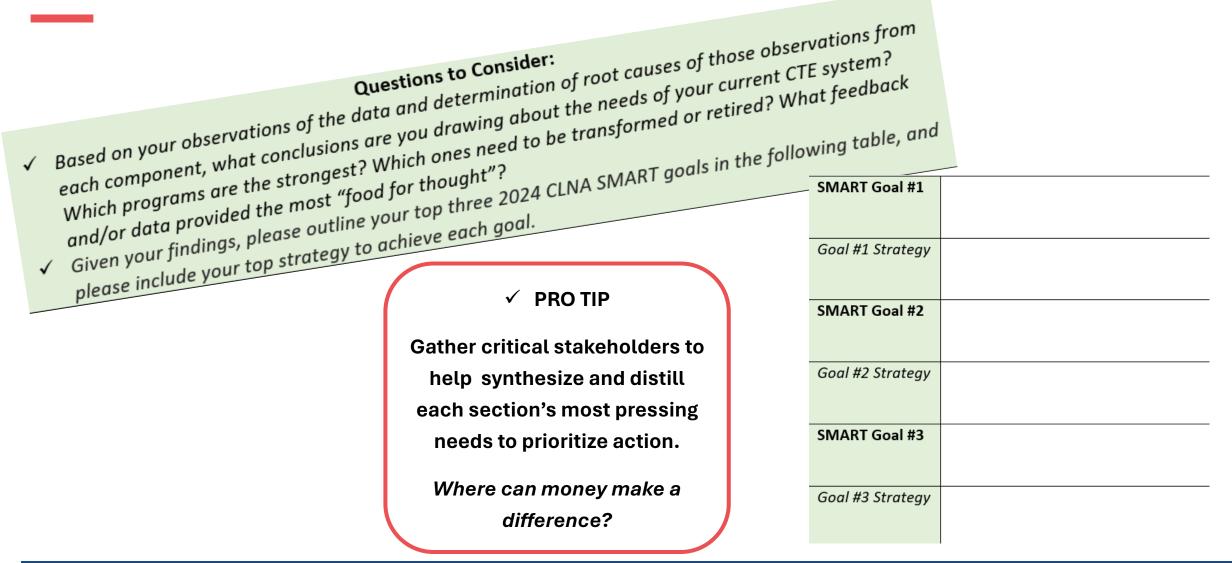
In this section, you will capture the results of each section's root cause analysis/reflection to effectively address your most critical needs to determine which programs and activities to prioritize funding in your local Perkins application.

section below)       they relate to each of the sections         Reflections from 2022	2024 CLNA Summary Analyses			
Reflections from 2022   Student Performance   Labor Market Alignment   Student Access & Participation   Programs of Study   Teacher Recruitment,	(250-word max for each	Salient Findings: Identify the most pressing needs of your local CTE system as		
Student Performance   Labor Market Alignment   Student Access & Participation   Programs of Study   Teacher Recruitment,	section below)	they relate to each of the sections		
Labor Market Alignment       Student Access & Participation       Programs of Study       Teacher Recruitment,	Reflections from 2022			
Student Access &       Participation       Programs of Study       Teacher Recruitment,	Student Performance			
Participation       Programs of Study       Teacher Recruitment,	Labor Market Alignment			
Programs of Study       Teacher Recruitment,	Student Access &			
Teacher Recruitment,	Participation			
	Programs of Study			
	Teacher Recruitment,			
	Retention & Training			



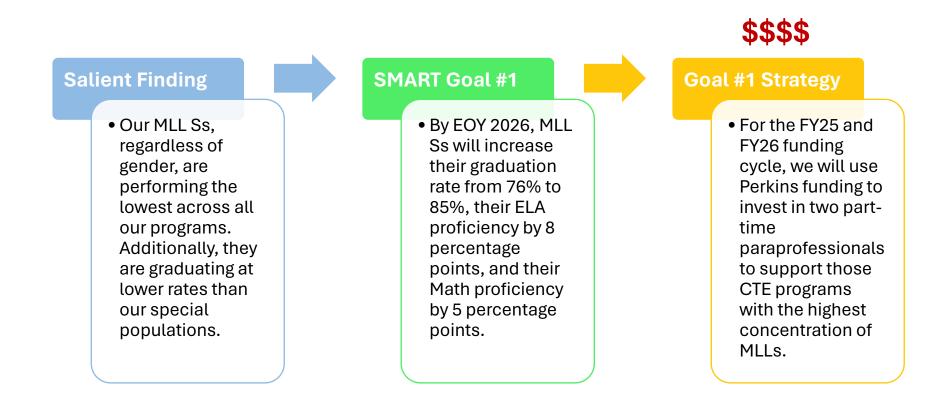
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#### Section 7: Summary & Conclusions Continued





### **Student Performance Example**





### **Deadline and Submission Guidance**

- Please join us for another office hour the week of 4/22—will announce in the 4/19 Field Memo
- Schedule additional time with a member of the CTE Team as needed
- When complete, save doc as a PDF and return to <u>CTE@ride.ri.gov</u>.

Deadline to submit is May 15, 2024 @5pm

