

2024 Comprehensive Local Needs Assessment (CLNA)

Kickoff Event

April 11, 2024

**RHODE
ISLAND**

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

Responses to 6 Priority Area Questions

Salient Findings

3 SMART Goals



Looking for pithy responses: *Brief, forceful, and meaningful.*

Reflections from 2022

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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.

3. 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.)*

✓ 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.

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 9th 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)*

Perkins Subpopulations

Gender

- Female
- Male

Race

- Asian
- Hispanic
- White
- Two or More

Individuals with Disabilities

- No
- Yes

Economically Disadvantaged

- No
- Yes

English Learner

- No
- Yes

Single Parent

- No
- Yes

Out of Workforce

- No
- Yes

Non-Traditional

- No
- Yes

Homeless

- No
- Yes

Foster Care

- No
- Yes

Active Duty Parent

- No
- Yes

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).



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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

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

Tab #2: School totals by Indicators: 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.

Use the Left side of Tab #1 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 (Do Not Use (All)). Then select each CTE Program to view Program specific student counts & percentages.

Use the Right side of Tab #1 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 specific student counts & percentages.

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

Diagram of Data Visualization for Perkins Indicators

Cohort-Based Indicators (1S1 & 1S2)

Select School (Select ALL to reset): (All)

CTE Program Name (Select ALL to reset School & Program Selection): Finance -- Accounting Clerk, Entry-Level Banking

All, CTE Program Level Totals
Indicator 1S1: 4-yr Graduation Rate, 2020 Cohort, Performance Goal: 92%
Numerator: Number of concentrators who graduated in 4 years or less; Denominator: Number of concentrators in graduating cohort

CTEProgram Name	Sub-group	Value	Student Counts	
			Graduate in 4 Years	Not Graduated in 4 y
Finance -- Accounting Clerk, Entry-Level Banking	Program count	Finance -- Acco...	1,148	
	Gender	Female	536	
		Male	612	
	Race	American Indi..	5	
		Asian	27	
		Black or Afric	60	
		Hispanic	158	
White	851			
Two or More ..	47			
Individuals with Disabilities	Yes		90	
	No		1,058	
Economically Disadvantaged	Yes		223	
	No		925	
English Learner	Yes		41	
	No		1,107	
Non-Traditional	Yes		41	
	No		544	
No CIP code m			575	

Graduating Class-Based Indicators (2S1 to 5S3)

Select School (Select ALL to reset): (All)

CTE Program Name (Select ALL to reset School & Program Selection): Finance -- Accounting Clerk, Entry-Level Banking

All, CTE Program Level Totals
Indicator 5S3: Participation in Work-Based Learning, 2023 Graduating Class, Performance Goal: 6%
Numerator: Number of concentrators in the graduating class having taken Work-Based Learning (WBL) courses; Denominator: Number of concentrators in graduating class.

CTEProgram Name	Sub-group	Value	Percent	
			WBL	Not WBL
Finance -- Accounting Clerk, Entry-Level Banking	Program count	Finance -- Accoun..	16.2%	83.8%
	Gender	Female	16.6%	83.4%
		Male	15.8%	84.2%
	Race	American Indian ..	14.3%	85.7%
		Asian	15.6%	84.4%
		Hispanic	9.6%	90.4%
		Black or African A..	11.9%	88.1%
White	17.8%	82.2%		
Two or More Races	14.3%	85.7%		
Individuals with Disabilities	Yes	15.2%	84.8%	
	No	16.3%	83.8%	
Economically Disadvantaged	Yes	16.3%	83.7%	
	No	16.1%	83.9%	
English Learner	Yes	8.7%	91.3%	
	No	16.4%	83.6%	
Non-Traditional	Yes	18.2%	81.8%	
	No	25.0%	75.0%	
No CIP code match		6.6%	93.4%	

Cohort-based Indicators 1S1, 1S2

CTE Program Selector

Indicator definition & Performance Goal

Data by CTE Program for your school(s)

Gender & Race (counts & percentages)


Special Populations (counts & percentages)

Graduating Class-based Indicators 2S1, 2S2, 2S3, 3S1, 4S1, 5S3

School Selector (if your district has more than 1 school)

Scroll bar (up & down)

Scroll bar (left & right To view counts & percentages)



Comprehensive Local Needs Assessment (CLNA) for Perkins V Performance Indicators, Special Populations by School(s) and CTE Programs (2022-2023)

Cohort-Based Indicators (1S1 & 1S2)

Select School (Select ALL to reset) ▼

1S1 (All) ▼

Graduating Class-Based Indicators (2S1 to 5S3)

Select School (Select ALL to reset)

5S3 (All) ▼

CTE Program Name (Select ALL to reset School & Program Selection)

Finance -- Accounting Clerk, Entry-Level Banking ▼

All, CTE Program Level Totals
Indicator 1S1: 4-yr Graduation Rate, 2020 Cohort, Performance Goal: 92%
Numerator: Number of concentrators who graduated in 4 years or less; Denominator: Number of concentrators in graduating cohort


CTEProgram Name	Sub-group	Value	Student Count	
			Graduate in 4 Years	Not Graduate in 4 y
Finance -- Accounting Clerk, Entry-Level Banking	Program count	Finance -- Acc..	1,148	
	Gender	Female	536	
		Male	612	
		Race	American Indi..	5
		Asian	27	
		Black or Afric..	60	
		Hispanic	158	
		White	851	
		Two or More ..	47	
	Individuals with Disabilities	Yes	90	
		No	1,058	
	Economically Disadvantaged	Yes	223	
		No	925	
	English Learner	Yes	41	
		No	1,107	
Non-Traditional	Yes	41		
	No	544		
	No CIP code m..	575		

CTE Program Name (Select ALL to reset School & Program Selection)

Finance -- Accounting Clerk, Entry-Level Banking ▼

All, CTE Program Level Totals
Indicator 5S3: Participation in Work-Based Learning, 2023 Graduating Class, Performance Goal: 6%
Numerator: Number of concentrators in the graduating class having taken Work-Based Learning (WBL) courses; Denominator: Number of concentrators in graduating class.

CTEProgram Name	Sub-group	Value	Student Count	
			WBL	Not WBL
Finance -- Accounting Clerk, Entry-Level Banking	Program count	Finance -- Accoun..	211	1,094
	Gender	Female	102	513
		Male	109	581
		Race	American Indian ..	1
		Asian	5	27
		Hispanic	17	161
		Black or African A..	8	59
		White	172	793
		Two or More Races	8	48
	Individuals with Disabilities	Yes	16	89
		No	195	1,005
	Economically Disadvantaged	Yes	42	216
		No	169	878
	English Learner	Yes	4	42
		No	207	1,052
Non-Traditional	Yes	8	36	
	No	162	486	
	No CIP code match	41	583	


Comprehensive Local Needs Assessment (CLNA) for Perkins V Performance Indicators, Special Populations by School(s) and CTE Programs (2022-2023)

Select Performance Indicator (1S1 & 1S2) Select School (Select ALL to reset) Graduating Class-Based Indicators (2S1 to 5S3) Select School (Select ALL to reset)

1S1 (All) 5S3 (All)

School Selection CTE Program Name (Select ALL to reset School & Program Selection)

Finance -- Accounting Clerk, Entry-Level Banking

All, CTE Program Level Totals
Indicator 1S1: 4-yr Graduation Rate, 2020 Cohort, Performance Goal: 92%
Numerator: Number of concentrators who graduated in 4 years or less; Denominator: Number of concentrators in graduating cohort

CTEProgram Name	Sub-group	Value	Student Count		
			Graduate in 4 Years	Not Graduated in 4 Years	
Finance -- Accounting Clerk, Entry-Level Banking	Program count	Finance -- Acc..	1,148		
	Gender	Female	536		
		Male	612		
		Race	American Indi..	5	
		Asian	27		
		Black or Afric..	60		
		Hispanic	158		
		White	851		
		Two or More ..	47		
	Individuals with Disabilities	Yes		90	
		No		1,058	
	Economically Disadvantaged	Yes		223	
		No		925	
	English Learner	Yes		41	
No			1,107		
Non-Traditional	Yes		41		
	No		544		
	No CIP code m..		575		

All, CTE Program Level Totals
Indicator 5S3: Participation in Work-Based Learning, 2023 Graduating Class, Performance Goal: 6%
Numerator: Number of concentrators in the graduating class having taken Work-Based Learning (WBL) courses; Denominator: Number of concentrators in graduating class.

CTEProgram Name	Sub-group	Value	Student Count		
			WBL	Not WBL	
Finance -- Accounting Clerk, Entry-Level Banking	Program count	Finance -- Accoun..	211	1,094	
	Gender	Female	102	513	
		Male	109	581	
	Race	American Indian ..	1	6	
		Asian	5	27	
		Hispanic	17	161	
		Black or African A..	8	59	
		White	172	793	
		Two or More Races	8	48	
	Individuals with Disabilities	Yes		16	89
		No		195	1,005
	Economically Disadvantaged	Yes		42	216
		No		169	878
	English Learner	Yes		4	42
No			207	1,052	
Non-Traditional	Yes		8	36	
	No		162	486	
	No CIP code match		41	583	

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Comprehensive Local Needs Assessment (CLNA) for Perkins V Performance Indicators, Special Populations by School(s) and CTE Programs (2022-2023)

Cohort-Based Indicators (1S1 & 1S2)

1S1

Select School

(All)

Graduating Class-Based Indicators (2S1 to 5S3)

5S3

Select School

(All)

CTE Program Name (Select ALL to reset School & Program Selection)

Finance -- Accounting Clerk, Entry-Level Banking

CTE Program Name (Select ALL to reset School & Program Selection)

Finance -- Accounting Clerk, Entry-Level Banking

All, CTE Program Level Totals

Indicator 1S1: 4-yr Graduation Rate

Goal: 92%

Numerator: Number of concentrators who graduated in the cohort; Denominator: Number of concentrators in graduating cohort.


CTE Program Name	Sub-group	Value
Finance -- Accounting Clerk, Entry-Level Banking	Program count	851
	Gender - Female	415
	Gender - Male	436
	Race - American Indian or Alaska Native	1
	Race - Asian	5
	Race - Black or African American	8
	Race - Hispanic	17
	Race - White	172
	Race - Two or More Races	8
	Individuals with Disabilities	90
Yes	90	
No	1,058	
Economically Disadvantaged	223	
Yes	223	
No	925	
English Learner	41	
Yes	41	
No	1,107	
Non-Traditional	41	
Yes	41	
No	544	
No CIP code match	575	

Indicator 5S3: Participation in Work-Based Learning, 2023

Goal: 6%

Numerator: Number of concentrators in the graduating class having taken Work-Based Learning (WBL) courses; Denominator: Number of concentrators in graduating class.

Program	Sub-group	Value	Student Count	
			WBL	Not WBL
Finance -- Accounting Clerk, Entry-Level Banking	Program count	Finance -- Accoun..	211	1,094
	Gender	Female	102	513
	Gender	Male	109	581
	Race	American Indian ..	1	6
		Asian	5	27
		Hispanic	17	161
		Black or African A..	8	59
		White	172	793
	Two or More Races	8	48	
	Individuals with Disabilities	Yes	16	89
Individuals with Disabilities	No	195	1,005	
Economically Disadvantaged	Yes	42	216	
Economically Disadvantaged	No	169	878	
English Learner	Yes	4	42	
	No	207	1,052	
Non-Traditional	Yes	8	36	
	No	162	486	
	No CIP code match	41	583	


Comprehensive Local Needs Assessment (CLNA) for Perkins V Performance Indicators, Special Populations by School(s) and CTE Programs (2022-2023)

Cohort-Based Indicators (1S1 & 1S2) **Select School (Select ALL to reset)** **Graduating Class-Based Indicators (2S1 to 5S3)** **Select School (Select ALL to reset)**

1S1 (All) 5S3 (All)

CTE Program Name (Select ALL to reset School & Program Selection) **CTE Program Name (Select ALL to reset School & Program Selection)**

Finance -- Accounting Clerk, Entry-Level Banking

- Enter search text
- (All)
 - Agriculture -- Animal Science Veterinary Assistant, Lab Animal Caretaker
 - Agriculture -- Aquaculture / Agricultural and Food Science Technician
 - Agriculture -- Bioscience
 - Agriculture -- Plant Science - Landscaper & Groundkeeper
 - Arts -- Actor, Director or Theater
 - Arts -- Arts & Multimedia Artist
 - Arts -- Craft & Fine Artist
 - Arts -- Dancer/Choreographer
 - Arts -- Media Communications
 - Arts -- Musician
 - Arts -- Theater Technologist
 - Construction -- Boat Building
 - Construction -- Composites
 - Construction -- Construction Craft Laborer Apprenticeship
 - Construction -- Junior Carpenter Helper
 - Construction -- Residential Construction
 - Construction -- Residential Pre-Apprentice Electrical
 - Construction -- Residential Pre-Apprentice HVACR
 - Construction -- Residential Pre-Apprentice Plumber
 - Construction -- Welder - Entry-Level
 - Education -- Education (Education, Child Care, Teacher Assistant)
 - Finance -- Accounting Clerk, Entry-Level Banking**
 - Health -- Certified Nursing Assistant -CNA
 - Health -- Emergency Medical Technician
 - Hospitality -- ACF Culinary Arts
 - Hospitality -- Culinary - Baker
 - Hospitality -- Culinary - Line Cook
 - Hospitality -- Culinary - Prep Cook

II, CTE Program Level Totals
Indicator 5S3: Participation in Work-Based Learning, 2023
Graduating Class, Performance Goal: 6%
Numerator: Number of concentrators in the graduating class having taken Work-Based Learning (WBL) courses; Denominator: Number of concentrators in graduating class.

CTE Program Name	Sub-group	Value	Student Count	
			WBL	Not WBL
Finance -- Accounting Clerk, Entry-Level Banking	Program count	Finance -- Accoun..	211	1,094
	Gender	Female	102	513
		Male	109	581
	Race	American Indian ..	1	6
		Asian	5	27
		Hispanic	17	161
		Black or African A..	8	59
		White	172	793
	Two or More Races	8	48	
	Individuals with Disabilities	Yes	16	89
No		195	1,005	
Economically Disadvantaged	Yes	42	216	
	No	169	878	
English Learner	Yes	4	42	
	No	207	1,052	
Non-Traditional	Yes	8	36	
	No	162	486	
	No CIP code match	41	583	

Comprehensive Local Needs Assessment (CLNA) for Perkins V Performance Indicators, Special Populations by School(s) and CTE Programs (2022-2023)

Cohort-Based Indicators (1S1 & 1S2) Select School (Select ALL to reset) 1S1 (All)	Graduating Class-Based Indicators (2S1 to 5S3) Select School (Select ALL to reset) 5S3 (All)
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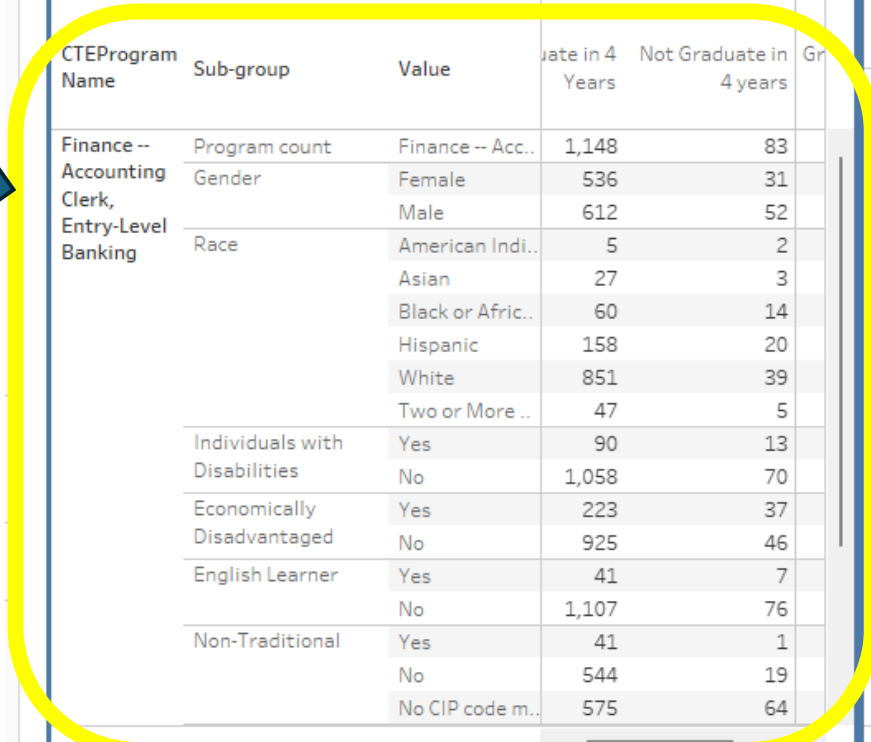
CTE Program Name (Select ALL to reset School & Program Selection) Finance -- Accounting Clerk, Entry-Level Banking	CTE Program Name (Select ALL to reset School & Program Selection) Finance -- Accounting Clerk, Entry-Level Banking
--	--


All, CTE Program Level Totals
Indicator 1S1: 4-yr Graduation Rate, 2020 Cohort, Performance Goal: 92%
Numerator: Number of concentrators who graduated in 4 years or less; Denominator: Number of concentrators in graduating cohort

All, CTE Program Level Totals
Indicator 5S3: Participation in Work-Based Learning, 2023 Graduating Class, Performance Goal: 6%
Numerator: Number of concentrators in the graduating class having taken Work-Based Learning (WBL) courses; Denominator: Number of concentrators in graduating class.

CTE Program Name	Sub-group	Value	Student Count		Percentage
			Graduate in 4 Years	Not Graduate in 4 years	
Finance -- Accounting Clerk, Entry-Level Banking	Program count	Finance -- Acc..	1,148	83	
	Gender	Female	536	31	
		Male	612	52	
	Race	American Indi..	5	2	
		Asian	27	3	
		Black or Afric..	60	14	
		Hispanic	158	20	
		White	851	39	
	Two or More ..	47	5		
	Individuals with Disabilities	Yes	90	13	
		No	1,058	70	
	Economically Disadvantaged	Yes	223	37	
		No	925	46	
	English Learner	Yes	41	7	
		No	1,107	76	
Non-Traditional	Yes	41	1		
	No	544	19		
	No CIP code m..	575	64		

CTE Program Name	Sub-group	Value	Student Count	
			WBL	Not WBL
Finance -- Accounting Clerk, Entry-Level Banking	Program count	Finance -- Accoun..	211	1,094
	Gender	Female	102	513
		Male	109	581
	Race	American Indian ..	1	6
		Asian	5	27
		Hispanic	17	161
		Black or African A..	8	59
		White	172	793
	Two or More Races	8	48	
	Individuals with Disabilities	Yes	16	89
		No	195	1,005
	Economically Disadvantaged	Yes	42	216
		No	169	878
	English Learner	Yes	4	42
		No	207	1,052
Non-Traditional	Yes	8	36	
	No	162	486	
	No CIP code match	41	583	



 **Comprehensive Local Needs Assessment (CLNA) for Perkins V Performance Indicators, Special Populations by School(s) and CTE Programs (2022-2023)**

Cohort-Based Indicators (1S1 & 1S2) | Select School (Select ALL to reset) | **Graduating Class-Based Indicators (2S1 to 5S3)** | Select School (Select ALL to reset)

1S1 | (All) | 5S3 | (All)

CTE Program Name (Select ALL to reset School & Program Selection)

Finance -- Accounting Clerk, Entry-Level Banking

All, CTE Program Level Totals
Indicator 1S1: 4-yr Graduation Rate, 2020 Cohort, Performance Goal: 92%
Numerator: Number of concentrators who graduated in 4 years or less; Denominator: Number of concentrators in graduating cohort

CTE Program Name	Sub-group	Value	Percent	
			Graduate in 4 Years	Not Graduate in 4 years
Finance -- Accounting Clerk, Entry-Level Banking	Program count	Finance -- Acc..	93.3%	6.7%
	Gender	Female	94.5%	5.5%
		Male	92.2%	7.8%
	Race	American Indi..	71.4%	28.6%
		Asian	90.0%	10.0%
		Black or Afric..	81.1%	18.9%
		Hispanic	88.8%	11.2%
		White	95.6%	4.4%
	Two or More ..	90.4%	9.6%	
	Individuals with Disabilities	Yes	87.4%	12.6%
		No	93.8%	6.2%
	Economically Disadvantaged	Yes	85.8%	14.2%
		No	95.3%	4.7%
English Learner	Yes	85.4%	14.6%	
	No	93.6%	6.4%	
Non-Traditional	Yes	97.6%	2.4%	
	No	96.6%	3.4%	
	No CIP code m..	90.0%	10.0%	

CTE Program Name (Select ALL to reset School & Program Selection)

Finance -- Accounting Clerk, Entry-Level Banking

All, CTE Program Level Totals
Indicator 5S3: Participation in Work-Based Learning, 2023 Graduating Class, Performance Goal: 6%
Numerator: Number of concentrators in the graduating class having taken Work-Based Learning (WBL) courses; Denominator: Number of concentrators in graduating class.

CTE Program Name	Sub-group	Value	Student Count	
			WBL	Not WBL
Finance -- Accounting Clerk, Entry-Level Banking	Program count	Finance -- Accoun..	211	1,094
	Gender	Female	102	513
		Male	109	581
	Race	American Indian ..	1	6
		Asian	5	27
		Hispanic	17	161
		Black or African A..	8	59
		White	172	793
	Two or More Races	8	48	
	Individuals with Disabilities	Yes	16	89
		No	195	1,005
	Economically Disadvantaged	Yes	42	216
		No	169	878
English Learner	Yes	4	42	
	No	207	1,052	
Non-Traditional	Yes	8	36	
	No	162	486	
	No CIP code match	41	583	



Comprehensive Local Needs Assessment (CLNA) for Perkins V Performance Indicators, Special Populations by School(s) and CTE Programs (2022-2023)

Cohort-Based Indicators (1S1 & 1S2) Select School (Select ALL to reset) Graduating Class-Based Indicators (2S1 to 5S3) Select School (Select ALL to reset)

1S1 (All) 5S3

CTE Program Name (Select ALL to reset School & Program Selection)

Finance -- Accounting Clerk, Entry-Level Banking

All, CTE Program Level Totals
 Indicator 1S1: 4-yr Graduation Rate, 2020 Cohort, Performance Goal: 92%
Numerator: Number of concentrators who graduated in 4 years or less; *Denominator:* Number of concentrators in graduating cohort

CTE Program Name	Sub-group	Value	Percent	
			Graduate in 4 Years	Not Graduate in 4 years
Finance -- Accounting Clerk, Entry-Level Banking	Program count	Finance -- Acc..	93.3%	6.7%
	Gender	Female	94.5%	5.5%
		Male	92.2%	7.8%
	Race	American Indi..	71.4%	28.6%
		Asian	90.0%	10.0%
		Black or Afric..	81.1%	18.9%
		Hispanic	88.8%	11.2%
		White	95.6%	4.4%
	Two or More ..	90.4%	9.6%	
	Individuals with Disabilities	Yes	87.4%	12.6%
		No	93.8%	6.2%
	Economically Disadvantaged	Yes	85.8%	14.2%
		No	95.3%	4.7%
	English Learner	Yes	85.4%	14.6%
No		93.6%	6.4%	
Non-Traditional	Yes	97.6%	2.4%	
	No	96.6%	3.4%	
	No CIP code m..	90.0%	10.0%	


5S3

Enter search text

- 2S1
- 2S2
- 2S3
- 3S1
- 4S1
- 5S3

Indicator 2S1: Work-Based Learning, 2023 Performance Goal: 6%
Numerator: Number of concentrators in the graduating class having taken Work-Based Learning (WBL) courses; *Denominator:* Number of concentrators in graduating class.

CTE Program Name	Sub-group	Value	Student Count	
			WBL	Not WBL
Finance -- Accounting Clerk, Entry-Level Banking	Program count	Finance -- Accoun..	211	1,094
	Gender	Female	102	513
		Male	109	581
	Race	American Indian ..	1	6
		Asian	5	27
		Hispanic	17	161
		Black or African A..	8	59
		White	172	793
		Two or More Races	8	48
	Individuals with Disabilities	Yes	16	89
		No	195	1,005
	Economically Disadvantaged	Yes	42	216
		No	169	878
	English Learner	Yes	4	42
No		207	1,052	
Non-Traditional	Yes	8	36	
	No	162	486	
	No CIP code match	41	583	


Comprehensive Local Needs Assessment (CLNA) for Perkins V Performance Indicators, Special Populations by School(s) and CTE Programs (2022-2023)

Cohort-Based Indicators (1S1 & 1S2) 1S1	Select School (Select ALL to reset) (All)	Graduating Class-Based Indicators (2S1 to 5S3) 2S1	Select School (Select ALL to reset) (All)
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CTE Program Name (Select ALL to reset School & Program Selection) Finance -- Accounting Clerk, Entry-Level Banking	CTE Program Name (Select ALL to reset School & Program Selection) Finance -- Accounting Clerk, Entry-Level Banking
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All, CTE Program Level Totals
Indicator 1S1: 4-yr Graduation Rate, 2020 Cohort, Performance Goal: 92%
Numerator: Number of concentrators who graduated in 4 years or less; Denominator: Number of concentrators in graduating cohort

CTE Program Name	Sub-group	Value	Percent		
			Graduate in 4 Years	Not Graduate in 4 years	
Finance -- Accounting Clerk, Entry-Level Banking	Program count	Finance -- Acc..	93.3%	6.7%	
	Gender	Female	94.5%	5.5%	
		Male	92.2%	7.8%	
		Race	American Indi..	71.4%	28.6%
		Asian	90.0%	10.0%	
		Black or Afric..	81.1%	18.9%	
		Hispanic	88.8%	11.2%	
		White	95.6%	4.4%	
		Two or More ..	90.4%	9.6%	
	Individuals with Disabilities	Yes		87.4%	12.6%
		No		93.8%	6.2%
	Economically Disadvantaged	Yes		85.8%	14.2%
		No		95.3%	4.7%
	English Learner	Yes		85.4%	14.6%
No			93.6%	6.4%	
Non-Traditional	Yes		97.6%	2.4%	
	No		96.6%	3.4%	
	No CIP code m..		90.0%	10.0%	

All, CTE Program Level Totals
Indicator 2S1: Academic Proficiency in Reading Language Arts, 2023 Graduating Class, Performance Goal: 65%
Numerator: Number of concentrators in the graduating class with an SAT score on the ELA section above the College Ready benchmark; Denominator: Number of concentrators in graduating class.

CTE Program Name	Sub-group	Value	Percent		
			ELA Proficient	ELA Not Proficient	
Finance -- Accounting Clerk, Entry-Level Banking	Program count	Finance -- Accoun..	55.3%	40.9%	
	Gender	Female	55.7%	38.7%	
		Male	55.0%	42.8%	
		Race	American Indian ..	33.3%	66.7%
		Asian	77.8%	14.8%	
		Hispanic	30.2%	64.2%	
		Black or African A..	21.0%	69.4%	
		White	62.4%	34.8%	
		Two or More Races	46.9%	46.9%	
	Individuals with Disabilities	Yes		6.2%	90.7%
		No		59.8%	36.4%
	Economically Disadvantaged	Yes		32.0%	59.3%
		No		61.0%	36.4%
	English Learner	Yes		7.0%	81.4%
No			57.2%	39.4%	
Non-Traditional	Yes		69.0%	28.6%	
	No		65.0%	32.4%	

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

**RHODE
ISLAND**

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 [Department of Labor and Training's \(DLT's\) most recent LMI dataset](#) to complete the following table for all Perkins-funded 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?
9. Does your school offer programs meeting other needs not 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.

Student Access & Participation

Section 4: Student Access & Participation

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.

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 [Individual Learning Plans](#) 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?
2. In anticipation of the CTE program audit, which of your programs are not currently meeting the expectations of the full [standard](#) 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.

Program Name	WBL Type	Brief Description

Please add rows, as needed.

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

✓ **PRO TIP**

Have available all local data sources and trackers. Be sure to collaborate with your CTE teachers for program-specific information.

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?

✓ **PRO TIP**

Enlist your HR Director to support this piece. Leverage Perkins funding to support teacher PD and certification needs

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.

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

✓ **PRO TIP**

Gather critical stakeholders to help synthesize and distill each section’s most pressing needs to prioritize action.

Where can money make a difference?

Section 7: Summary & Conclusions Continued

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.

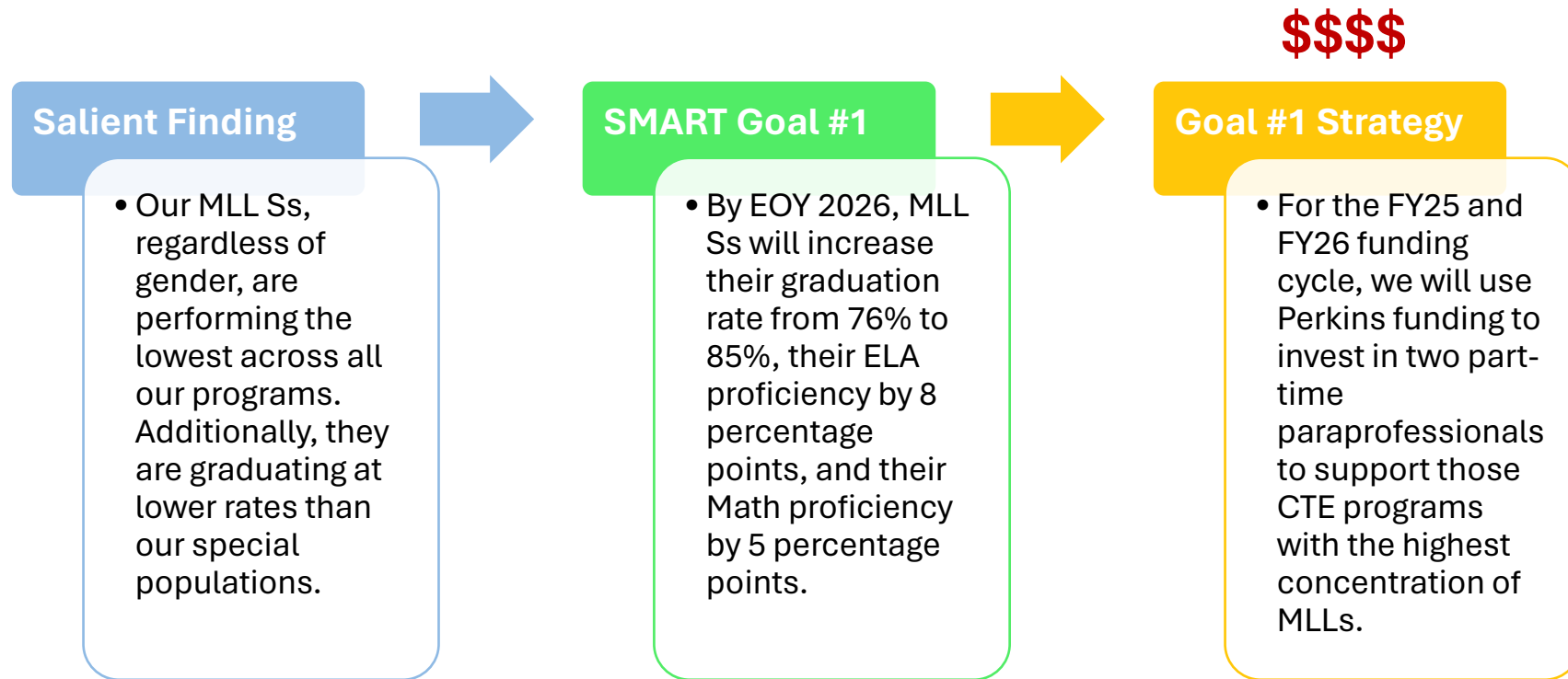
✓ PRO TIP

Gather critical stakeholders to help synthesize and distill each section’s most pressing needs to prioritize action.

Where can money make a difference?

SMART Goal #1	
Goal #1 Strategy	
SMART Goal #2	
Goal #2 Strategy	
SMART Goal #3	
Goal #3 Strategy	

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 CTE@ride.ri.gov.

Deadline to submit is May 15, 2024 @5pm