NEW MEXICO Perkins V

COMPREHENSIVE LOCAL Needs Assessment

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NEW MEXICO Perkins V Needs Assessment

# Needs Assessment Purpose

The New Mexico needs assessment serves as the foundation of the Carl Perkins grant application. The purpose is to take an in-depth look at your Perkins funded programs and programs of study. The assessment outcome is to **identify areas where targeted improvements can lead to increased opportunities for student success and to direct your budget decisions**. As required by federal legislation, a copy of the needs assessment will be integrated with your local application. Likewise, the questions in Section 2 of the grant application are a summary of the priorities and budget items identified in the last step of this assessment.

This document will guide you step-by-step through the assessment process. While it may appear lengthy and overwhelming, please know that it looks that way because the data you will use for analysis is included so that you do not have to research it. Our goal in designing the assessment was to make it as helpful and user-friendly as possible.

Perkins V Legislation: *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 within or submitted to the online grant management system [GMS]); and (B) not less than once every 2 years, update such comprehensive local needs assessment.* Sec. 134(C)1

NEW MEXICO Perkins V PRIORITY SELECTION PROCESS

# PRIORITY AND PROGRAM OF STUDY SELECTION PROCESS

The CLNA process is the foundation for CTE program development and the first step in the approval process for all NM CTE-funded programs of study (POS).

Beginning with the 2024 CLNA process, and 2024 – 2028 state plan, New Mexico will implement a three-tiered system of fundable CTE priorities for the next two-year funding cycle. Each individual district, state charter school, area CTE school, or consortium, will implement aligned programs of study (POS) from the CCRB-approved, annually updated list within the sixteen career clusters. The program/s of study to be funded may be selected from any of the three tiers of priorities, as long as the LEA is able to ensure that Perkins V size, scope, and quality requirements are met.

1. State Priorities
2. Regional Priorities
3. Local Priorities.

STATE PRIORITIES. The NM Public Education Department’s College and Career Readiness Bureau (CCRB) will utilize statewide labor market information and data to identify up to three career clusters that will be selected to serve as state priorities, and therefore fundable by any individual district, state charter school, area CTE school, or consortium.

REGIONAL PRIORITIES. Each Regional Association A – K, will also determine up to three career clusters as regional priorities that are aligned to regional labor market information and agreed upon by the regional members as an outcome of the CLNA process.

LOCAL PRIORITIES. Each LEA may also select an additional career cluster to address community-specific, local workforce development needs, as an outcome of the CLNA process.

**Needs assessment forms the foundation of the local application and drives budget requests**

**CompreHensive Local Needs assessment Purpose**

1. Identify areas of strength in CTE programs.
2. Identify areas of weakness and gaps in CTE programs.
3. Future direction is based on data and validated by community partners.

**Conduct every two years**

**Local Application Purpose**

1. Describe applicant’s vision of action for CTE.
2. Identify strategies, solutions, and investments to sustain and strengthen CTE programs.
3. Identify strategies, solutions, and investments to address weaknesses and gaps in CTE programs.

**Submit every two years —   
update budget and any changes every year**

# First Things First

1. Determine if your district will submit a local application as an individual district, state charter school, area CTE school, or consortium.
   1. **Individual District or State Charter School**
   2. **Consortium**: Serves as fiscal manager to operate joint projects that provide services to all participating members, or to host funds for smaller school districts who may not have the bandwidth to manage the additional funding responsibility.

*Carefully consider the consortium you join. The local application is for a period of two years. If you start in one consortium and want to change to a stand-alone district during the two-year period, you may have to conduct a new needs assessment.*

* 1. **Area Career Technical Education Schools**: all projects are selected and operated by the area CTE school.

1. The data for your district and/or individual school is accessible through links in the needs assessment.
2. The Carl Perkins V legislation has specific definitions for certain words. To assist you, key definitions are included throughout this document.

# Applicant Information

|  |  |  |
| --- | --- | --- |
|  |  |  |
| Individual District/School or Lead School Name: | Select Applicant Type: Choose an item. | List All Consortium District Members: |
| Primary Contact Name:  (If consortium, list lead contact) | Primary Contact Email Address: | Primary Contact Phone Number: |

# Assessment Instructions—Assessment and COMMUNITY PARTNER teams

1. Identify the district/consortium leadership team that will guide the needs assessment and facilitate final decision-making. Typically, this will represent a group of 2 – 3 individuals who work in the local education agency (district/state charter school) or lead the consortium.
2. Using the **Community Partner Table**, identify the partner that will give input in data review and determining increased opportunities for students.

3. Create a plan for seeking feedback from community partners. Input may be gathered through a variety of means:

* During the meeting to determine regional priority/-ies
* One large collective meeting
* Advisory committee meetings, i.e. program, business and industry, academic, etc.
* Focus groups with faculty, teachers, administrators, community members, etc.
* Student and parent surveys
* Listening sessions

4. Using the following five-step CLNA process (p. 8), analyze the provided data in the next pages. Each step includes discussion questions to use when reviewing the data with the community partners and collecting their input.

**Community Partner Table**

**List at least one person’s name, job title and organization in EACH of the following 15 areas (Indian Tribe Representatives are only optional category.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Representatives of Education Entity | Representatives of Post- Secondary Institutions | Representative of Business and Industry and Workforce Boards | Representatives of Agencies Serving Special Populations | Representatives of Indian Tribes and Tribal Organizations (If applicable) | Parents and Students |
| CTE Teacher(s): | Faculty Member(s): | Business and Industry: | Out-of-School Youth: |  | Parents: |
| Career Guidance and Academic Counselor(s): | Administration Member(s): | Workforce Board: | Homeless Children and Youth: |  |  |
| Principal(s): |  |  | At-Risk Youth: |  | Students: |
| Other School Administrators: |  |  | Special Populations: |  |  |
| Note: Perkins law states that you shall get input from each of the above community partners. The only optional group is the Representatives of Indian Tribes. A community partner may represent more than one group, for instance, an out-of-school youth representative may also serve homeless youth and children. In this instance, be sure to write representative’s information in both locations. | | | | | |

# Completing The LOCAL Needs Assessment

The five steps begin with a broad focus on all CTE student performance followed by a review of regional and state workforce needs.

Each continual step leads to a narrower focus on programs of study and programs resulting in goals for your application and budget request.

# Step One: Student Performance

|  |
| --- |
| Overview  This section focuses on all CTE programs. The law requires applicants to review student performance data as a total group and broken out by Special Populations. The intent is to conduct an analysis and identify areas of strength and gaps where student performance needs to increase. The data is presented as percentages and based on student concentrators. |
| 1. The student data represents a two-year history for your district. Each district should examine their data. 2. Review the data: 3. Determine if your district meets the state and local goals, 4. In the areas where performance measures are not reached, explore the programs to determine the cause. 5. Use the data analysis and discussion questions to gather input from community partners on ways to duplicate strengths and address challenges. 6. Based on the data and community partner input, record your steps for improvement.   ***Key Definition: Concentrator***  (A) At the secondary school level, a student who has completed at least 2 aligned courses in a single career and technical education program or program of study. (Perkins V 134(c)(2)(A)  (B) At the postsecondary level, a student who has:  (i) earned at least 12 credits within a career and technical education program or program of study; or  (ii) completed such a program if the program encompasses fewer than 12 credits or the equivalent in total. |

## 1. Student Performance Data

**The performance data utilized to assess current student performance levels must be provided with your CLNA.** Attach documentation to your CLNA or copy/past data tables from resources listed below. Student performance data may be gathered from several sources including, but not limited to:

**GMS APR Data Analysis** [**NMPED State Dashboard**](https://openbooks.ped.nm.gov/state/) [**Nova Production Reports**](https://eui.ped.state.nm.us/sites/stars/ProdNova/_layouts/15/start.aspx#/SitePages/Home.aspx)[**AdvanceCTE State Profiles**](https://careertech.org/our-vision/cte-in-your-state/)

**Opportunity Gap Analysis [NM Vistas NM Dash for Student Success PCRN State Profiles](https://dash.ped.state.nm.us/)**

## 2. know your numbers

You are required to collect, review, and analyze the following student performance data elements:

* State Determined Performance Levels

## 3. Discussion points

You are not required to include responses to the discussion points in this section.

* How are students performing? Is there an increase or decrease in performance?
* How are students in Special Populations performing? Are they performing at the same level as the total students (row one)?
* Which groups of students are struggling the most?
* What is getting in the way of reaching performance measure standards?
* What are the data performance strengths?

## 4. Key Data Analysis

Review your data analysis and responses from community partners.

**LIST any disparities or gaps between your current Local Actual Performance levels (%) and the State Goal Levels (%) in all of these Performance areas:**

* **4-year graduation rate (1S1):**
* **Academic proficiency in Reading/Language Arts (2S1):**
* **Academic proficiency in Mathematics (2S2):**
* **Academic proficiency in Science (2S3):**
* **Post-secondary placement (3S1):**
* **Non-traditional enrollment (4S1):**
* **Attained postsecondary credit – college dual credit (5S2):**

**Describe actions your organization will take to eliminate any disparities or gaps if no meaningful progress has been made by the end of the third program year:**

# Step Two: Labor Market Alignment

|  |
| --- |
| Overview  This section focuses on current and potential Perkins-funded programs. Perkins V requires an analysis of how CTE programs are meeting local and state workforce needs. In this step, you will review projected occupational needs and compare the growth projections to your program offerings.  Perkins V Sec 134 (c)(2)(B)(ii) |
| ***Key Definitions***  ***High Wage****: NM uses the term “living wage” or 185% of the federal poverty guidelines for a family of three.*  ***High Skill:*** *Jobs or occupations that require the completion of an apprenticeship, industry-recognized certificate or credential, or a postsecondary certificate or degree.*  ***In-Demand Jobs****: Jobs or Careers where the (1) demand for a particular occupation exceed supply, and (2) state, regional, or local labor market data document the demand.*   1. Review the labor market links to research and discover current workforce opportunities in your community and region. 2. Compare the programs being offered, or that you want to offer, in your district to this information to determine:    1. if your program of study occupations will experience growth, remain stable or decline in the upcoming years, and   b. if your programs lead to high wage, high skill, or in-demand occupations. See below example.   1. In Step 1: visit NM Career Pathways, select your school/district, review and print the information. Data documentation may also be provided as an identified attachment to your CLNA. 2. Share the data with your community partners and, using the discussion questions, get their input into program development. 3. Determine if your programs/programs of study meet the Perkins V key definitions—high wage, high skills, and/or in-demand jobs. 4. Record any actions that need to take place because of the data analysis and discussions with community partners. |

## State and Regional Workforce Data

**Primary Workforce Development Areas**



**Utilize the following resources to access NM labor market data:**

* [NM Career Pathways](https://careerpathways-nm.com/explore-your-area)
* [NM DWS Labor Market Information](https://www.dws.state.nm.us/en-us/LMI)
* [NM DWS Career and Employment Resources](https://www.dws.state.nm.us/en-us/Researchers/Publications/Career-Employment-Resources)
* [US Bureau of Labor Statistics](https://www.bls.gov/eag/eag.nm.htm)
* [EDD NM Workforce information](https://edd.newmexico.gov/site-selection/workforce-profile/)
* [NM Workforce Connection Labor Market Reviews](https://www.dws.state.nm.us/en-us/Labor-Market-Review)

## 1. Occupational AND CAREER CLUSTER Data

***Example***

*Any number above the 185% of federal poverty level for a family of 3 ($45,991) is defined as* ***high wage****.*

*Note: Agriculture and STEM show a lower growth rate than does Health. Keep in mind that although the growth rate may be lower, there may be a need for training on specific skill sets.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Career Cluster | | Annual Openings | Projected New Jobs | Annual Growth Rate | Median Annual Wage |
| Agriculture, Food and Natural Resources | NM Central Region | 588 | 509 | 9% | $48,579 |
|  | Statewide | 820 | 381 | 6% | $48,573 |
| Health | NM Central Region | 3,344 | 5,484 | 16% | $76,409 |
|  | Statewide | 6,764 | 10,854 | 15% | $83,287 |
| STEM | NM Central Region | 896 | 850 | 9% | $88,442 |
|  | Statewide | 1,477 | 1,661 | 9% | $90,931 |

**Insert Occupational Data here.**

Copy and paste, or link below, all labor market data used to determine if your programs are high skill, high wage, in-demand. Information may also be provided as an attachment to your CLNA.

## 2. Discussion points

You are not required to include responses to the discussion points in this section.

* What occupations/career clusters are projected to experience the most growth in the region and/or state?
* What occupations/career clusters will experience the least growth in the region and/or state?
* What program adjustments, if any, are necessary to address occupational **growth** in the region or state?
* What program adjustments, if any are necessary to address **slow or no growth** in the region or state?
* Do the programs lead to high wages, high skills and/or in-demand jobs?
* What technical and soft job skills are your community partners seeking in employees?

## 3. Key Data Analysis

Review the data analysis and responses from community partners.

**List the actions you will take to increase high skill, high wage, in-demand opportunities, or Programs of Study for your students.**

# Step Three: Size, Scope, and Quality

|  |
| --- |
| Overview  This section focuses on current and potential Perkins-funded programs. Carl Perkins legislation requires that CTE programs offered are of sufficient size, scope, and quality to meet student needs. The purpose of the definition is to help drive funds for quality, equitable and impactful programs that prepare learners for success.  Perkins V, Sec. 134 (c)(2)(B)(i)  Source: ACTE Quality CTE Program of Study Framework |
| Instructions   1. Review all programs against the size, scope and quality definitions. 2. Identify the programs/Programs of Study that do not meet the size, scope and quality definitions. 3. Record any actions that will be taken to bring programs into alignment with the definitions. |

## 1. Size, Scope and Quality Review

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Size: Evidence demonstrating that facilities, equipment, class enrollment and programs of study allow the program to address all student-learning outcomes. Specific details are outlined below and in the CareerTech Rules, Chapter 20 Programs and Services. | | | | | | |
| Size | **Facilities** | Local education agency shall provide CTE programs with facilities that assure safe and orderly quality instruction to meet each program’s objectives for **high-skill, high wage and/or in-demand occupations** accessible to all students. | | | | | |
| **Equipment** | Local education agency is responsible for providing industry-recognized equipment and supplies that meet or exceed appropriate federal, state and local standards to support the program and ensure quality. | | | | | |
| **List the Program of Study:**  **POS Percent of Total Budget:**  **POS Percent or Number of CTE Students Enrolled** | Program of Study:  % of Budget:  % or # of Students Enrolled: | Program of Study:  % of Budget:  % or # of Students Enrolled: | Program of Study:  % of Budget:  % or # of Students Enrolled: | Program of Study:  % of Budget:  % or # of Students Enrolled: | Program of Study:  % of Budget:  % or # of Students Enrolled: | Program of Study:  % of Budget:  % or # of Students Enrolled: |

|  |  |  |
| --- | --- | --- |
| Scope | Scope: The curricular expectations of each program/program of study in terms of curriculum content, sequencing and articulation, and work-based learning. Specific details are included in the table below. | |
| **Curriculum** | * Curriculum is based on industry-validated technical standards and competencies. * Curriculum incorporates employability skill standards that help students succeed in the workplace, such as problem solving, critical thinking, teamwork, communications and workplace etiquette. * Curriculum is developed with employer input to prepare students for both further education and in-demand and emerging careers. |
| **Work-Based Learning** | * Work-based learning experiences develop and reinforce relevant national, state and/or local standards |

|  |  |  |
| --- | --- | --- |
| Quality | Quality Programs and/or programs of study where the applicant meets the required Perkins V performance measures. | |
|  | Programs and/or programs of study where the applicant meets the required Perkins V levels of performance. (See Student Performance Data Section)   * High school graduation * Academic standards proficiency * Positive placement * Program Quality * Non-traditional enrollment |

## 2. Identify program compliance.

After reviewing the Size, Scope and Quality requirements above and analyzing your data, use the table below to indicate if your Perkins funded programs fit the size, scope and quality definitions.

**Click on the words “Choose an item” to access a dropdown menu. Select an answer in ALL category areas. Choices are either Yes, No or No Program in This Area.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Agriculture, Food & Natural Resources | Architecture & Construction | Arts, A/V Technology & Communications | Business Management & Administration | Education & Training | Finance |
| Size | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. |
| Scope | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. |
| Quality | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. |
|  | | | | | | |
|  | **Government & Public Administration** | **Health Sciences** | **Hospitality & Tourism** | **Human Services** | **Information Technology** | **Law, Public Safety, Corrections & Security** |
| Size | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. |
| Scope | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. |
| Quality | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. |
|  | | | | | | |
|  | **Manufacturing** | **Marketing** | **Science, Technology, Engineering & Mathematics** | **Transportation, Distribution & Logistics** | **Other:** | **Other:** |
| Size | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. |
| Scope | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. |
| Quality | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. |
|  | | | | | | |

3. Key Data Analysis

**If all programs are in alignment with the size, scope or quality definitions, please state that here. For programs that are not in alignment, list the actions that will be taken to bring them into alignment.**

# Step Four: Implementing Programs of Study

|  |
| --- |
| Overview  This section focuses on current and potential Perkins-funded programs. The purpose is to determine the district/consortium’s progress toward implementing CTE programs of study.  Note: Complete the following analysis on the three highest funded Programs of Study in your district.  [www.careertech.org/Career-Clusters](http://www.careertech.org/Career-Clusters)  Perkins V Sec. 134(c)(2)(C) |
| Instructions   1. After reading the program of study related questions, select the response that best reflects your 3 top funded CTE programs. 2. List the actions you will take to assure all programs of study meet the standards. |

## 1. Program of Study Questions.

**For each question, click on the words “Choose an item” to access the dropdown menu. Select an answer (0-3) for every question.**

| Standards | 0 = Not at all Achieved 1 = Minimally Achieved | | 2 = Moderately Achieved 3 = Substantially Achieved | |
| --- | --- | --- | --- | --- |
| Sequencing and Articulation This element addresses the key components of the definition of a program of study and the articulation, coordination and collaboration that support programs of study, career pathways and accelerated learning. | | **Program of Study 1:** | **Program of Study 2:** | **Program of Study 3:** |
| 1. The program of study includes a sequence of courses and/or competencies across  secondary and postsecondary education that incorporates technical, academic and employability knowledge and skills. | | Choose an item. | Choose an item. | Choose an item. |
| 1. Programs and programs of study start with broad foundational knowledge and skills  and progress in specificity to build students’ depth of knowledge and skills. | | Choose an item. | Choose an item. | Choose an item. |
| 1. Secondary and postsecondary CTE staff collaborate on course sequencing, vertical  alignment and opportunities for credit transfer agreements. | | Choose an item. | Choose an item. | Choose an item. |
| 1. Content in programs and programs of study are non-duplicative and are vertically  aligned to prepare students to transition seamlessly to the next level of education. | | Choose an item. | Choose an item. | Choose an item. |
| 1. Progression through the program of study results in a related industry recognized  certification, licensure or associate degree. | | Choose an item. | Choose an item. | Choose an item. |
| Engaging Instruction. This element addresses instructional strategies within a student-centered learning environment that support student attainment of relevant knowledge and skills. | | | | |
| 1. Project-based learning and related instructional approaches, such as problem-based,  inquiry-based, and challenge-based learning, are fully integrated into programs and  programs of study. | | Choose an item. | Choose an item. | Choose an item. |
| 1. Instruction emphasized the connection between academic and technical knowledge  and skills, including through cross-disciplinary collaboration. | | Choose an item. | Choose an item. | Choose an item. |
| 1. Instruction is flexible, differentiated and personalized to meet the needs of a diverse  student population | | Choose an item. | Choose an item. | Choose an item. |
| 1. Instruction incorporates relevant equipment, technology, and materials to support learning. | | Choose an item. | Choose an item. | Choose an item. |
| Student Career Development. This element addresses strategies that help students gain career knowledge and engage in education and career planning and decision-making, including career counseling, career assessments, | | **Program of Study 1:** | **Program of Study 2:** | **Program of Study 3:** |
| 1. Each CTE student has an Individual Career Academic Plan (ICAP) that reflects exploration of the student’s interests, preferences and abilities; and informs course selection, planning for further education and career, and involvement in extended learning. | | Choose an item. | Choose an item. | Choose an item. |
| 1. Students in programs of study have access to job search information as they near completion of a program of study. | | Choose an item. | Choose an item. | Choose an item. |
| 1. Career development activities are aligned with relevant national, state and/or local standards. | | Choose an item. | Choose an item. | Choose an item. |
| 1. Students in the program of study and their parents/guardians are provided accurate and timely information on extended learning experiences available through the programs of study, such as work-based learning, CTSO participation and articulated credit. | | Choose an item. | Choose an item. | Choose an item. |
| Access and Equity. This element addresses program of study promotion, student recruitment and equity for various student populations. | | | | |
| 1. The program of study is promoted to all potential participants and their parents/guardians in a manner that is free from bias, inclusive and non-discriminatory. | | Choose an item. | Choose an item. | Choose an item. |
| 1. Students are actively recruited from populations that have been traditionally underrepresented, including by gender, race and ethnicity, and/or special population status. | | Choose an item. | Choose an item. | Choose an item. |
| 1. Career guidance is offered to all potential and current program of study participants in a manner that is free from bias, inclusive and non-discriminatory. | | Choose an item. | Choose an item. | Choose an item. |
| 1. Facilities, equipment, technology and materials are provided in a way that ensures all students have the opportunity to achieve success in the program or program of study, including by meeting Title IX Americans with Disabilities Act and other accessibility requirements. | | Choose an item. | Choose an item. | Choose an item. |
| 1. Curriculum, instruction, materials and assessments are free from bias, inclusive and non-discriminatory, and offered in a way that ensures all students have the opportunity to achieve success in the program or program of study, including through accommodations, as appropriate. | | Choose an item. | Choose an item. | Choose an item. |
| Access and Equity continued. This element addresses program of study promotion, student recruitment and equity for various student populations. | | **Program of Study 1:** | **Program of Study 2:** | **Program of Study 3:** |
| 1. Supportive services, such as tutoring and transportation assistance, are provided to ensure all students have the opportunity to achieve success in the program or program of study, as appropriate. | | Choose an item. | Choose an item. | Choose an item. |
| 1. Appropriate actions are taken to eliminate barriers to extended learning experiences, such as work-based learning, CTSO participation, and articulated credit, for all students, including special populations. | | Choose an item. | Choose an item. | Choose an item. |

## 2. Key Data Analysis

Review the data analysis and responses from community partners.

**List actions the school will take to increase opportunities for students to enter into and complete high-quality Programs of Study.**

# Step Five: Staff Recruitment, Retention and Training

|  |
| --- |
| Overview  Applicants are required to provide a description of how the recipient will improve recruitment, retention and training of faculty and staff. This includes CTE teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions. |
| Instructions  1. After reading the questions, select the response that best reflects your staff.  2. List the actions you will take to ensure all employees meet the standards. Sources |

## 1. Staff Standards Questions

**For each question, click on the words “Choose an item” to access the dropdown menu. Select an answer (0-3) for every question.**

|  |  |
| --- | --- |
| Standards | 0 = Not at all Achieved 1 = Minimally Achieved  2 = Moderately Achieved 3 = Substantially Achieved |
| 1. CTE staff meet appropriate state, district and/or school certification and licensing requirements. | Choose an item. |
| 1. CTE educators maintain up-to-date knowledge and skills across all aspects of an industry. | Choose an item. |
| 1. CTE educators maintain relevant evidence-based pedagogical knowledge and skills. | Choose an item. |
| 1. CTE staff engage in ongoing, rigorous professional development on a wide range of topics covering all elements of a program of study. | Choose an item. |
| 1. CTE administrators ensure faculty and staff have the time, resources and supports to implement each element of a program of study. | Choose an item. |
| 1. CTE and academic staff collaborate regularly and frequently to coordinate curriculum, instruction, assessment and extended learning activities and to analyze data for program improvement. | Choose an item. |

## 2. Discussion points

You are not required to include responses to the discussion points in this section.

* To what degree are there sufficient faculty and staff to offer high-quality programs of study and career development?
* To what degree are faculty adequately credentialed.
* To what degree do they have adequate workplace experience in the program area?
* What processes are in place to recruit faculty and staff?
* What processes are in place to induct and retain faculty and staff?
* To what degree do you offer regular, substantive professional development opportunities for faculty, staff and administrators?

## 3. Key Data Analysis

Review the data analysis and responses from community partners.

**List the actions the district and school/s will take to increase opportunities to recruit and retain quality CTE staff. Discuss how you will provide them with relevant professional development.**

# NEXT STEPS: Action Items FOR NEW CTE APPLICATION, GOALS, AND BUDGET

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| Overview: This legislation requires that applicants describe the results of the needs assessment in the Carl Perkins application. This section contains the content that will be submitted in the application. |
| 1. Review the Key Data Analysis section in each Step, focusing on the actions for growth and/or reducing performance gaps. 2. Based on this review, identify the district’s/consortium’s goals for increasing student opportunities. 3. Prioritize the goals starting with the most important and list in descending order. 4. List the budget requests required to fulfill the actions. |

## 2. Discussion points

You are not required to include responses to the discussion points in this section.

* Based on the responses in the previous section of this needs assessment, what are your strongest programs? The weakest? What are your plans for continued support of strong programs and transforming or retiring weaker ones?
* Which performance indicators are you struggling with the most? What strategies do you plan to employ to address those needs?
* To what degree are there immediate employer needs in your community that you can help meet?
* Which professional development needs are most pressing?
* Which programs or program elements are the least accessible to particular student groups?

## 3. Key Data Analysis

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| PRIORITIES AND BUDGET REQUESTS | |
| Based on your analysis of the CLNA information and input from community partners, list your top 3-5 CTE funding priorities for the next 2 years. List the actions to be taken to meet each priority. Do not list specific items to be purchased or amounts to be spent.  Priorities should be selected based on data and community partner input. Funding requests must be tied to CLNA priorities. | |
| List top 3 – 5 CTE PRIORITIES for next 2 years | **ACTIONS to be taken to meet Priorities** |
| Sample: Increase student enrollment in and completion of High Skill, High Wage, In-Demand CTE Programs of Study by at least 15% | Host 2 CTE Career Exploration events each semester, highlighting student ownership of course selections, developing recruitment resources, and bringing in community partners to talk with students about workforce opportunities. |
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**CLNA Completion Checklist**:

Complete Applicant Information – Page 5

Complete Community Partners Participation Table – Page 6

Step 1: Student Performance Data. Attach all data documentation utilized to analyze student performance data **and** complete Key Data Analysis.

Step 2: Labor Market Alignment. Copy/paste/attach all occupational and labor market analysis **and** complete Key Data Analysis

Step 3: Size, Scope and Quality. Complete Program Compliance Table **and** list actions or compliance level

Step 4: Implementing Programs of Study. Complete Program of Study table **and** Key Data Analysis

Step 5: Staff Recruitment, Retention and Training: Complete Staff Standards table **and** Key Data Analysis

Next Steps: Conclusions and Action Items: List top 3-5 priorities for the next 2 years **and** the ACTIONS required to meet these priorities.

# ASSURANCES

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| As the duly authorized representative of the applicant, I hereby certify that the information herein is true and correct and the applicant will comply with the above certifications and assurances.  Printed Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |