

# PERKINS V COMPREHENSIVE LOCAL NEEDS ASSESSMENT

Washington State Guidelines and Resources 2022-2024

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# Introduction

Required by the [Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act \(Perkins V\)](#), the Comprehensive Local Needs Assessment (CLNA) must be completed biennially by all Perkins recipients and utilized to inform their local Perkins Plan applications. It provides an invaluable opportunity for secondary schools and colleges to establish and strengthen partnerships with critical stakeholders while reexamining program offerings, resources, and services to students with an emphasis on equity and equal access.

This handbook has been prepared to guide Washington State’s Perkins V CLNA process. This process was developed considering the new mission, vision, and values of Washington’s Perkins State Plan:

**MISSION:** The [Washington State Perkins V Plan](#) uses an industry-informed, equity-focused approach to support the design, development, implementation and improvement of career and technical education.

**VISION:** Support high quality, data-informed CTE pathways that develop a skilled workforce, ensure business and industry thrive and expand across the state, and enable every Washingtonian to obtain living wage careers through credentials of workplace value.

**VALUES:** The Washington state agencies entrusted with administering the Perkins plan are committed to the following values, which prioritize equity and access for individuals served by Perkins:

- Using quantitative and qualitative data to inform decisions
- Engaging a diverse range of stakeholders, reflective of the communities they serve, to inform policies and practices
- Leveraging and aligning federal and state policies and funding to improve student outcomes
- Responding to labor-market gaps and emerging industries and occupations in the design of programs of study
- Promoting life-long learning that develops the knowledge and skills that allow individuals to remain competitive in chosen occupations/careers

With these themes at the forefront, the CLNA has the potential to be a transformative process for colleges and the students and communities they serve. Perkins recipients are encouraged to thoroughly examine their own programs, student performance, and local labor market demand, but are also granted the autonomy to work collaboratively with regional partners to identify needs, areas of alignment, achievement gaps, work-based learning opportunities, and etc.

## CLNA REQUIREMENT

Specifically, the law states: *“To be eligible to receive financial assistance under this part, an eligible recipient shall—*

*(A) conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application submitted under subsection (a); and*

*(B) not less than once every 2 years, update such comprehensive local needs assessment.”*

[\(Section 134\(c\)\)](#)

## Timeline

As the CLNA must inform each college’s Perkins Plan application, it needs to be completed by the end of January 2024. Therefore, CLNA leads are encouraged to observe the following timeline:

TASK	TIMELINE
<b>Identify leadership team and stakeholders</b>	June 2023
<b>Data review--Programs</b>	August 2023
<b>Data review</b>	October/November 2023
<b>Gather and develop materials for engagement activities</b>	April 2022 – November 2023
<b>Solicit and analyze feedback</b>	November 2023 – January 2024
<b>Submit CLNA to SBCTC</b>	January 31, 2024
<b>Perkins Application Release</b>	February/March 2024*
<b>Perkins Application Due with Final CLNA</b>	March/April 2024*

\*TBA

## Acknowledgements

The State of Washington wishes to acknowledge and thank Advance CTE, the Association for Career and Technical Education (ACTE), and Colorado Career & Technical Education, all of which have provided invaluable guidance and resources and consented to their use in the development of Washington’s CLNA forms and guidelines. The latter has also credited the CTE offices of Nebraska and Louisiana for assistance in the development of the documents referenced.

# CLNA Overview

Washington State has incorporated the requirements, outlined in legislation, into five elements, which will constitute the format for the CLNA.

## Element 1: Improving Equity and Access

A description of progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including:

- strategies to overcome barriers that result in lower rates of access to, or performance gaps for, special populations;
- providing programs that are designed to enable special populations to meet the local levels of performance; and
- providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

## Element 2: Evaluation of Student Performance

An evaluation of student performance served by your district or college, based on state and locally determined levels of performance, including the evaluation of performance for special populations and subgroups.

## Element 3: Evaluation of CTE Programs

A description of how offered CTE programs are:

- Sufficient in size, scope and quality to meet the needs of all students served by your district or college; and
- Aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State or local workforce development board, including career pathways, where appropriate; or
- Designed to meet other local education or economic needs identified through other sources.

## Element 4: Pathways and Programs of Study

An evaluation of progress toward the implementation of career and technical education programs and programs of study.

## Element 5: Recruitment, Retention, and Training of CTE Educators

A description of how your district or college will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.

## CLNA ELEMENTS

**Element 1:** Improving Equity and Access

**Element 2:** Evaluation of Student Performance

**Element 3:** Evaluation of CTE Programs

**Element 4:** Implementation of Pathways and CTE Programs of Study

**Element 5:** Recruitment, Retention, and Training of CTE Educators

## Stakeholders and Partners

As reflected in the CLNA template, [Section 134\(d\) of the law](#) also stipulates that the following stakeholders be consulted in the development of the CLNA. Multiple stakeholders from each category should be represented. Evidence of engagement must be cited and collected (digital or paper) when requested by SBCTC during state or federal monitoring.

Representation must include:

- Perkins Leadership Team (college determined)
- Career and technical education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals
- Career and technical education programs at postsecondary educational institutions, including faculty and administrators
- State board or local workforce development boards and a range of local or regional businesses or industries
- Students
- Special populations
- Indian Tribes and Tribal organizations in the State
- Any other stakeholders that the eligible agency may require the eligible recipient to consult.

### EXAMPLES OF STAKEHOLDER GROUPS

General Advisory Committees

Worker Retraining Advisory Committees

Workforce Education Services Teams

Title II Adult Education Providers

CTE Student Organizations

Student Governments

Chambers of Commerce

Workforce Development Councils

Economic Development Councils

Labor Unions

Dual-Credit Consortia

Parent-Teacher Associations

Diversity, Equity, and Inclusion Committees

Tribal Organizations

Social Service Agencies

## Continued Consultation with Partners and Stakeholders

*“An eligible recipient receiving financial assistance under this part shall consult with stakeholders on an ongoing basis...” [Section 134\(e\)](#)*

The purpose of consulting with stakeholders on an ongoing basis is to:

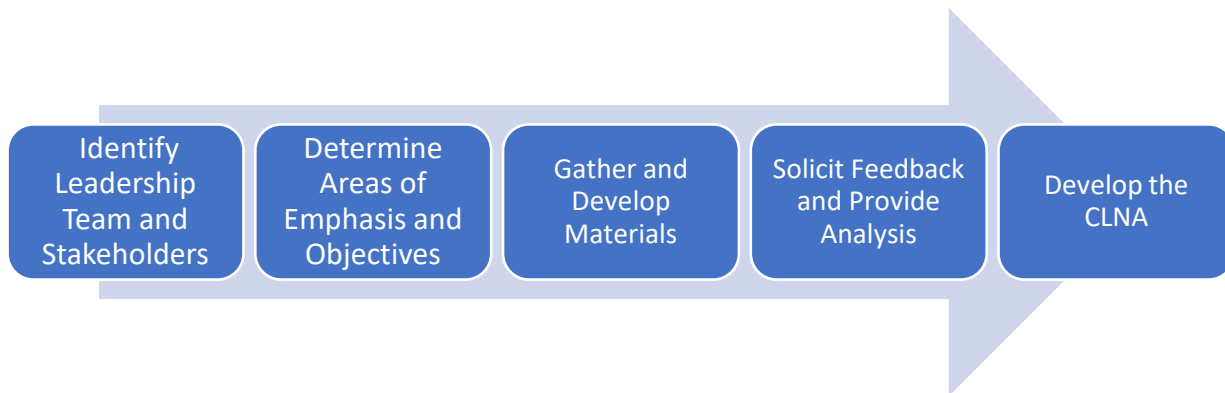
1. Provide input on annual CLNA updates;
2. Ensure programs are—
  - responsive to community employment needs;
  - aligned with employment priorities in the State, region, tribal, or local economy;
  - informed by labor market information;
  - designed to meet current, intermediate, or long-term labor market projections, and
  - allow employer input, including input from industry or sector partnerships in the local area, into the development and implementation of programs to ensure such programs aligned with skills required by local employment opportunities, including activities such as the identification of relevant standards, curriculum, industry-recognized credentials, and current technology and equipment;
3. Identify opportunities for work-based learning; and
4. Ensure coordinated approach to Perkins funding.

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### CONTINUED CONSULTATION

1. Provide input on annual CLNA updates
2. Ensure responsiveness, quality, and alignment of programs of study
3. Identify opportunities for work-based learning
4. Ensure coordinated approach to Perkins funding

## Strategies for Developing the Comprehensive Local Needs Assessment



### Step 1: Identify Leadership Team and Stakeholders

The Perkins Leadership Team, whose members are decided by each college, is the group that develops the CLNA. The CLNA is intended to be a collaborative process that integrates with strategic initiatives at the college.

Perkins V continually emphasizes collaboration with “a diverse body of stakeholders” – a theme that is reiterated in Washington’s Perkins V values statement. It is imperative, however, that you start with those who are already engaged in the administration of your CTE programs and leverage their expertise in determining how to implement the process, who will be responsible for what elements of it, and what individuals or groups should be invited to participate in your stakeholder engagement activities.

Whenever possible, utilize existing advisory boards, assessment teams, committees, and/or partner groups and determine which requirements they meet. You may find that you need to consult only a few additional representatives to meet the stakeholder engagement requirements outlined in the Requirements section above. It may help to identify existing meetings and conferences in order to engage with stakeholders on their own turf and minimize the burden on them. Likewise, you may also consider other methods for soliciting feedback remotely such as webinars, surveys, conference calls, Canvas groups, web forms, and document-sharing.

Recognize that some organizations and agencies may overlap with several schools, districts, or college service areas and, when necessary and appropriate, work with colleagues in neighboring communities to solicit feedback jointly. This will alleviate the burden on the stakeholder(s). In addition, it may help identify priorities and challenges that can be approached collaboratively leading to innovative programs and pathways to better serve students, employers, and local communities.

### Step 2: Determine Areas of Emphasis and Objectives

Before doing a deep dive into the data, review your college’s previous CLNA and refer to Washington’s Perkins V mission, vision, and values to determine which themes align with those of your program and where there are discrepancies or gaps. With a clear understanding of state and federal expectations and



points of emphasis, you may not need a wealth of data to tell you where you need to concentrate your efforts. Establishing a thematic “north star” along with a clear set of objectives will serve you well, especially as disparities in performance, stakeholder feedback, financial limitations, and other competing priorities vie for attention later in the process.

Likewise, you should identify essential services, resources, and additional personnel needed to concentrate your efforts on the disparities you identified. Your college’s CLNA will directly support your application for Perkins funding; therefore, it is important to lead with the resources needed to accomplish your primary objectives and goals. While innovation and continual improvement are paramount, make sure to account for the necessities of your program and consider how they can be leveraged or optimized to support new endeavors and accomplish the goals identified throughout the process.

### Step 3: Gather and Develop Materials

At this stage, you should be thinking strategically about what your needs and priorities are and determining what you do and do not have to support your assumptions, areas of inquiry, and/or preliminary approach to utilizing Perkins funds. Start with compiling data and materials that are readily available through institutional research, Perkins Protected Dashboard reports, Advisory Committee feedback, student evaluations, departmental surveys, etc. With your leadership team, evaluate your programs’ strengths, deficiencies, discrepancies in performance, and opportunities for improvement, enhancement, and collaboration. Consider, too, what information you are missing or how you can cross-validate your findings with other qualitative or quantitative sources.

Organize the data and supporting documentation in a manageable fashion, and use your observations to develop discussion questions, surveys, or other instruments to facilitate stakeholder engagement. Stakeholder groups should review and provide responses to data, survey results, student evaluations, program review summaries, and preliminary findings that are relevant to them. In short, be judicious and deliberate. You want your partners to have something to reference, but certainly not everything.

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## Examples of Useful Materials and Data Sources

Accreditation Reports • Advisory Committee Recommendations • Budgets  
dataLink Perkins Data Tables • Demand/Decline List Demographic Data • Disaggregated  
Performance Metrics • Enrollment/Retention/Completion Data Focus Group Transcripts • Labor  
Market Information • Perkins Protected Tableau Dashboard • Program Review Summaries  
Salary/Wage Reports • Student Evaluations • Student Learning Outcomes • Survey Results

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### Step 4: Solicit Feedback and Provide Analysis

The law does not dictate how stakeholder engagement must be accomplished, so you are encouraged to use this flexibility to your advantage. As discussed in Step 3, you may use a variety of methods to solicit feedback but be clear about what you need and how you will ensure that respondents are well-informed

and prepared to provide thoughtful, reliable, and constructive feedback. As you approach stakeholder engagement, consider the following questions:

- How can you take advantage of existing committees, gatherings, or evaluation instruments?
- Who is the most appropriate person to facilitate the conversation?
- How will you convey your overarching strategy, vision, values, or goals?
- How will you share pertinent information with stakeholder groups?
- How will you collect and categorize responses?
- How will you acknowledge their contributions and keep them engaged in a continual improvement process as required by Perkins V?

As you will need to identify your stakeholders and their respective roles in the CLNA, be sure to maintain a reliable record of activities and participants. You should have an established method of organizing and archiving meeting minutes, webinar recordings, attendance lists, survey responses, and the like for completing the CLNA and use in the future. These documents may be requested during SBCTC or federal monitoring visits.

Your stakeholder engagement should accomplish one or more of the following:

- Validate strengths and areas of concern identified through data analysis
- Challenge previous findings, meriting additional investigation and/or follow-up
- Contribute to a root cause analysis of performance gaps or program deficiencies
- Develop action plans to address performance gaps or program deficiencies
- Generate questions or concerns that were not identified previously, and/or
- Inform Perkins Plan application and potential funding strategies.

Before convening your stakeholder groups, refer to the CLNA template for guidance on how to approach facilitation and recordkeeping. It may help to develop worksheets for each discussion modeled after the template. Determine what stakeholders are appropriate for each of the elements and focus on the following:

- **Current State:** Based upon data and participants' observations, describe the present state and document significant strengths and challenges as the CTE program is currently operating.
- **Desired State:** Identify what the ideal state would be if the strengths were sustained and all challenges were addressed. It may be helpful to write the desired state as goal statements.
- **Evidence:** Identify the data sources or information substantiating the statements in the current or desired state.

Upon completing the stakeholder engagement process, summarize the feedback and assemble a team to review and evaluate the information. Identify trends, major themes, and areas in need of further investigation, and use the CLNA template to categorize the topics and prioritize action items.

## EQUITY IN THE CLNA

The CLNA must address:

*“(i) strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations; (ii) providing programs that are designed to enable special populations to meet the local levels of performance; and (iii) providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.”* [Section 134\(c\)\(2\)\(E\)](#)

For each element of the CLNA, you will also provide an overall rating and address the strategies you identified to improve and achieve your desired state. At the end of the CLNA template, you will summarize your findings and strategies for each element and provide an estimate of how much funding you will dedicate to each element. This step is critical to the Perkins Plan Grant application.

### Step 5: Develop the CLNA

As discussed previously, there are five elements of the CLNA process aligned to the requirements of the law and Washington’s mission, vision, and values for Perkins V. The section below provides additional information of the elements and examples of materials, stakeholders, and questions that may be helpful in developing the comprehensive local needs assessment.

#### Element 1: Improving Equity and Access

The aim of this element is to encourage you to think holistically about your approach to equity and access and consider if and/or how these concepts are embedded into your programs. You are encouraged to look beyond standard accommodations and/or services and, instead, work with critical stakeholders to identify underrepresented populations, barriers to entry and/or completion, performance gaps, and root causes for these disparities. As you are engaging in a needs assessment, be transparent about your current state and limitations and focus on opportunities and the resources necessary to take advantage of your institutional strengths.

Data and Materials	Suggested Stakeholders
<ul style="list-style-type: none"> <li>• Climate surveys</li> <li>• Cultural and affinity groups</li> <li>• DEI-related professional development opportunities</li> <li>• Disability support services</li> <li>• Disaggregated performance data</li> <li>• Faculty/staff demographics</li> <li>• Marketing and recruitment materials</li> <li>• Student demographics</li> </ul>	<ul style="list-style-type: none"> <li>• Disability Support Services</li> <li>• Institutional Research/Data Staff</li> <li>• Instructors, Administrators, and Counselors/Advisors</li> <li>• Marketing and Communications</li> <li>• Multicultural Student Services</li> <li>• Representatives of Special Populations</li> <li>• Social Services Agencies</li> <li>• Students and Alumni</li> <li>• Title II Adult Education Providers</li> <li>• Tribal Representatives/Organizations</li> </ul>
Questions to Consider	
<ul style="list-style-type: none"> <li>• Are you recruiting students in communities populated by historically underserved individuals or requiring them to come to you?</li> <li>• Are your marketing/recruitment materials reflective of the diversity you hope to achieve?</li> <li>• Are you proactively offering accommodations and services or waiting for students to request them?</li> <li>• Do students have the opportunity to join affinity or support groups?</li> <li>• Are there adequate diversity, equity, and inclusion training opportunities for educators and support staff?</li> <li>• How are you leveraging various sources of funding and financial aid to support underrepresented students and/or special populations?</li> </ul>	

Element 2: Evaluation of Student Performance

Evidence of Perkins V’s emphasis on equity and access, the law requires performance data for each of the new indicators to be disaggregated by program, student subgroup, and special populations. Colleges must evaluate this disaggregated data to identify disparities or gaps in performance, investigate the root causes, and develop strategies to address programmatic barriers and better support students from special populations and historically underserved demographic subgroups. Soliciting feedback from a diverse body of stakeholders is critical to understanding why performance gaps exist and how they can be remedied. Like Element 1, Evaluation of Student Performance is a Washington State priority in the first year of Perkins V.

**SPECIAL POPULATIONS**

- Individuals with disabilities
- Individuals from economically disadvantaged families, including low-income youth and adults
- Individuals preparing for non-traditional fields
- Single parents, including single pregnant women
- Out-of-workforce individuals
- English learners
- Homeless individuals
- Youth who are in, or have aged out of, the foster care system
- Youth with a parent who is a member of the armed forces on active duty

*“Each local application shall contain...a description of how the eligible recipient will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II)...”*

[Section 134\(b\)\(9\)](#)

Data and Materials	Suggested Stakeholders
<ul style="list-style-type: none"> <li>• Performance data by special population</li> <li>• Performance data by subgroup</li> <li>• Performance data by program</li> <li>• Enrollment in programs leading to non-traditional fields</li> <li>• Employer surveys</li> <li>• Student evaluations</li> </ul>	<ul style="list-style-type: none"> <li>• Instructors, Administrators, and Counselors/Advisors</li> <li>• Multicultural Student Services</li> <li>• Institutional Research/Data Staff</li> <li>• Program Advisory Committees</li> <li>• Business/Industry/Labor Representatives</li> <li>• Students and Alumni</li> <li>• Representatives of Special Populations</li> </ul>
Questions to Consider	
<ul style="list-style-type: none"> <li>• Where are there gaps in performance among students from special populations? Why?</li> <li>• Where are there gaps in performance among demographic subgroups? Why?</li> <li>• Are there disparities in various populations’ and/or subgroups’ performance in specific programs? Why?</li> <li>• In what programs are there a disproportionate number of men or women enrolled?</li> <li>• How long have there been discrepancies in performance and what, if anything, has been attempted to remedy them?</li> </ul>	

Element 3: Evaluation of CTE Programs (Size, Scope, Quality, and Alignment)

“Size, scope, and quality” refers to the recipient’s ability to support CTE programs and associated work-based learning opportunities that effectively prepare students for careers in high-wage, high-skill, or in-demand occupations. This includes an evaluation of individual programs’ enrollment, growth potential, staffing levels, career guidance and advising services, instructor preparation, curriculum relevance, equipment needs, and the like. Programs of sufficient size, scope, and quality should meet the academic and developmental needs of the students served while ensuring that they are on a pathway leading to a credential of workplace value. Such programs and credentials should be aligned with business and industry needs and developed in partnership with employers and educators who are subject-matter experts in their respective fields.



**SIZE, SCOPE, AND QUALITY**

**The CLNA must include:**  
*“A description of how CTE programs offered by the eligible recipient are –*

- *Sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient; and*
- *Aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development board...; or*
- *Designed to meet local education or economic needs not identified by State boards or local workforce development boards.”*

<b>Data and Materials</b>	<b>Suggested Stakeholders</b>
<ul style="list-style-type: none"> <li>• Disaggregated performance data</li> <li>• Enrollment data by program</li> <li>• Employer surveys</li> <li>• Student evaluations</li> <li>• Equipment inventories</li> <li>• Work-based learning opportunities</li> <li>• Program resources/roadmaps</li> <li>• Student learning outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Instructors, Administrators, and Counselors/Advisors</li> <li>• Institutional Research/Data Staff</li> <li>• Business/Finance Office</li> <li>• Program Advisory Committees</li> <li>• Business/Industry/Labor Representatives</li> <li>• Workforce Development Council</li> <li>• Employment Security Department</li> <li>• Students and Alumni</li> </ul>
<b>Questions to Consider</b>	
<ul style="list-style-type: none"> <li>• Do your programs lead to credentials of value in in-demand industries? How do you know?</li> <li>• Do your programs feature up-to-date, industry-standard equipment, facilities, curricula, methods of instruction, and work-based learning opportunities? What more do you need?</li> <li>• Are your students receiving adequate career guidance, counseling, and individualized academic support?</li> <li>• Is enrollment sufficient to support the program? If not, how do you recruit for it?</li> <li>• Are instructors provided with professional development opportunities to remain current in their fields?</li> <li>• Are you effectively partnering with employers and educational institutions to ensure that your programs are aligned with industry need and future academic opportunities?</li> </ul>	

Element 4: Implementation of Pathways and CTE Programs of Study

Perkins V provides the first formal definition of “program of study” and includes the term throughout the law, reinforcing the notion that career and technical education should be construed as a series of bridges to future opportunities rather than a set of isolated programs. Accordingly, Element 4 is intended to initiate conversations about how your CTE programs align with business and industry needs and expose students to future opportunities for employment, education, and training. “Coordinated” is a key word in the definition of program of study, and colleges should be reevaluating how and with whom their programs are developed and revised and whether there are adequate resources to enable students to seamlessly progress through and transition out of them. Consider whether your existing programs and dual-credit articulations truly lead to credentials of workplace value. Identify where there may be industry-informed opportunities to establish comprehensive and meaningful programs of study to make degree and employment attainment more accessible to the students you serve.



**PROGRAM OF STUDY**

*“A coordinated, nonduplicative sequence of academic and technical content...that –*

- (A) Incorporates challenging State academic standards...;*
- (B) Addresses both academic and technical knowledge and skills, including employability skills;*
- (C) Is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area;*
- (D) Progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);*
- (E) Has multiple entry and exit points that incorporate credentialing; and*
- (F) Culminates in the attainment of a recognized postsecondary credential”*

[Section 3\(41\)](#)

Data and Materials	Suggested Stakeholders
<ul style="list-style-type: none"> <li>• Disaggregated performance data</li> <li>• Enrollment data by program</li> <li>• Employer surveys</li> <li>• Program resources/roadmaps</li> <li>• Dual-credit articulation agreements</li> <li>• ESD demand/decline list</li> <li>• Labor market information</li> <li>• Credentials of value</li> </ul>	<ul style="list-style-type: none"> <li>• Instructors, Administrators, and Counselors/Advisors</li> <li>• Program Advisory Committees</li> <li>• Dual-Credit Consortium Representatives</li> <li>• HS/College CTE Directors</li> <li>• Business/Industry/Labor Representatives</li> <li>• Workforce Development Council</li> <li>• Employment Security Department</li> </ul>
Questions to Consider	
<ul style="list-style-type: none"> <li>• What is your motivation or intent in establishing programs of study?</li> <li>• What existing programs or dual-credit articulations are not satisfying academic requirements or leading to credentials of workplace value?</li> <li>• Are students taking advantage of CTE dual-credit opportunities? Why or why not?</li> <li>• Where are there labor market-informed opportunities to develop/expand programs of study?</li> <li>• Who generally initiates the establishment or review of programs of study? Can you be more proactive or collaborative?</li> </ul>	

Element 5: Recruitment, Retention, and Training of CTE Educators

Whether instructors, administrators, support staff, advisors, or counselors, CTE educators are intrinsically connected to all of the other CLNA elements. They should be instrumental in implementing programs of study, evaluating CTE program quality, contributing to student success, and ensuring equity and access. To do so effectively, they must be chosen carefully, supported and empowered, and provided with ample opportunities to grow in their professions and stay ahead of the curve with respect to CTE trends, innovations, technologies, and best practices. Accordingly, Perkins V includes professional development as a required use of funds and provides nine examples of permissible activities. It also includes a new and comprehensive definition of “professional development.” Element 5 reflects this point of emphasis, but also challenges recipients to

evaluate recruitment, retention, and training through an equity lens by considering what practices and opportunities are provided to ensure that the staff and faculty are reflective of the diversity of the student population and responsive to the needs of historically underrepresented populations.

**PROFESSIONAL DEVELOPMENT**

*“Activities that –*

- (A) Are an integral part of...strategies for providing educators...with the knowledge and skills necessary to enable students to succeed in CTE, to meeting challenging State academic standards..., or to achieve academic skills at the postsecondary level; and*
- (B) Are sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused, [and] to the extent practicable evidence based...” [Section 3\(40\)](#)*

Data and Materials	Suggested Stakeholders
<ul style="list-style-type: none"> <li>• Position announcements and recruitment materials/practices</li> <li>• Instructor certification process and data</li> <li>• Employee retention data</li> <li>• Employee demographics, ratios, credentials, salaries, etc.</li> <li>• P.D. resources and activities</li> <li>• Staff climate surveys/focus groups</li> <li>• Student evaluations/demographics</li> </ul>	<ul style="list-style-type: none"> <li>• Instructors, Administrators, and Counselors/Advisors</li> <li>• Human Resources</li> <li>• Institutional Research/Data Staff</li> <li>• Multicultural Student Services</li> <li>• Program Advisory Committees</li> <li>• Business/Industry/Labor Representatives</li> <li>• Representatives of Special Populations</li> </ul>
<b>Questions to Consider</b>	
<ul style="list-style-type: none"> <li>• Do your staff and instructors reflect the diversity of your student body?</li> <li>• Are your recruitment and hiring practices far-reaching and equitable?</li> <li>• How do you support professional development opportunities aimed at inclusion and equity?</li> <li>• How do you support professional development opportunities aimed at inclusion and equity?</li> <li>• What resources/activities ensure that program content and delivery is current and relevant?</li> <li>• How have you assessed staff retention and satisfaction in the workplace?</li> <li>• Are there industry trends, emerging technologies, curriculum shifts, learning modalities, etc. that your programs have not responded to? Why?</li> </ul>	



## CLNA and the Local Application

*“...each local application shall contain...how the results of the comprehensive local needs assessment...informed the selection of the specific career and technical education programs and activities selected to be funded...”*

### Section 134(b)(2)(A)

After completing each element of the CLNA, identify and elaborate upon your top priorities and strategies in the Action Plan. The top priorities will be entered into the CLNA Assessment Summary worksheet. This should reflect whatever your college needs to reach the desired state and may include:

- Curriculum revisions to meet industry standards;
- New or upgraded industry-standard equipment and technology;
- Improved recruitment and marketing strategies, especially as they pertain to special populations and non-traditional fields;
- Professional development to prepare new instructors and keep others current in their fields and methods of content delivery;
- Instructional support resources such as adaptive technology, tutoring, lab assistants, open educational resources (OER), translation services, distance learning technology, etc.
- Student support resources such as advising/counseling, financial aid, CTE student organizations, early alert systems, job search and career preparation software, etc.
- Support for building and maintaining partnerships (e.g. advisory committees, one-stops, dual-credit consortia, professional associations, etc.)
- Development and marketing of academic/career pathways, roadmaps, and programs of study;
- Improved methods of assessing program efficacy and student performance;
- Collaboration in developing work-based learning opportunities; and
- Other innovative strategies for improving career and technical education or addressing disparities or gaps in student performance.

## APPLICATION REQUIREMENTS

1. Description of CLNA results
2. Information on CTE course offerings, activities, and programs of study
3. One-stop/WIOA collaboration with workforce agencies
4. Integration of academic and technical knowledge and skills
5. Efforts to support students from special populations and those preparing for non-traditional fields
6. Description of work-based learning opportunities and employer partnerships
7. Dual-credit, concurrent enrollment, and early college CTE programs
8. Strategies for recruiting, retaining, and training CTE educators
9. Efforts to address disparities or gaps in performance



Keep in mind that here you are establishing the foundation for your local application, wherein you will need to summarize your findings, respond to deficiencies and performance gaps, and provide a sound rationale for how you intend to utilize your Perkins funding. Consequently, your summary section requires you to estimate how much you will dedicate to addressing the needs identified in each element. Grant funds may supplement, but not supplant, non-federal funds expended to carry out CTE activities.

The Perkins Plan application will reference The Comprehensive Local Needs Assessment Summary when reviewing budget approvals. In short, your application must be directly tied to your CLNA.

## Additional Resources

### SBCTC Contacts:

William Belden  
Policy Associate  
(360) 704-4359  
wbelden@sbctc.edu

Kimberly Ingram  
Program Administrator  
(360) 704-3988  
kingram@sbctc.edu

### Online Resources:

#### **Strengthening Career and Technical Education for the 21st Century Act (Perkins V)**

<https://www.congress.gov/115/plaws/publ224/PLAW-115publ224.pdf>

#### **Perkins Protected Tableau Dashboard (login required)**

<https://tableau.sbctc.edu/#/signin?externalRedirect=%2Ft%2FRESEARCH%2Fviews%2FPerkinsDashboardProtected%2FExploreMeasures%3F:iid%3D2%26&site=RESEARCH>

#### **Perkins Public Tableau Dashboard**

<https://www.sbctc.edu/colleges-staff/research/data-public/perkins-dashboard>

#### **ACTE's "Maximizing Perkins V's Comprehensive Local Needs Assessment & Local Application to Drive CTE Program Quality and Equity: A Guide for Local Leaders"**

[https://cte.careertech.org/sites/default/files/Local\\_Tool\\_Needs\\_Assessment\\_FINAL\\_3.18.2019.pdf](https://cte.careertech.org/sites/default/files/Local_Tool_Needs_Assessment_FINAL_3.18.2019.pdf)

#### **Advance CTE's "Driving Quality & Equity: A State Guide to Developing the Perkins V Comprehensive Local Needs Assessment Template"**

[https://cte.careertech.org/sites/default/files/PerkinsV\\_CLNA\\_Template\\_Guide.pdf](https://cte.careertech.org/sites/default/files/PerkinsV_CLNA_Template_Guide.pdf)

#### **JP Morgan Chase & Co.'s "New Skills for Youth Career Readiness Stakeholder Engagement Tool"**

[https://cte.careertech.org/sites/default/files/files/resources/Stakeholder\\_Engagement\\_Tool\\_2017.pdf](https://cte.careertech.org/sites/default/files/files/resources/Stakeholder_Engagement_Tool_2017.pdf)