Effective Consultation
Identifying and Engaging Stakeholders

Description:

How do you identify and engage a variety of stakeholders in the CLNA process? Stakeholder involvement is critical to identify program priorities, as well as gaps and barriers to participation. The CLNA process allows stakeholder engagement from the beginning, leading to buy-in and support, and giving a voice to those who feel they have none.

Identifying Stakeholders:

Section 134 of the *Strengthening Career and Technical Education for the 21st Century Act* (Perkins V), requires that local recipients consult with a diverse group of stakeholders during the CLNA process including, as a minimum,

- representatives of CTE programs in an LEA or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals,
- representatives of CTE programs at postsecondary educational institutions, including faculty and administrators,
- representatives of the state board or local workforce development boards and a range of local or regional businesses or industries,
- parents and students,
- representatives of special populations,
- representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in ESEA), and
- representatives of Indian Tribes and Tribal organizations in the state, where applicable.

Questions for consideration:

➢ *Looking at the variety of stakeholders who are involved in the CLNA process, who might be missing that would have valuable input?*

➢ *How would you engage various groups such as teachers, students, business/industry, workforce centers, etc.? How would you encourage them to participate?*

➢ *What types of questions would you ask each stakeholder group? Would the questions be the same for each stakeholder group or different? Why?*

➢ *As a consortium leader, whom can I involve or partner with to help with consultation? Who might take responsibility for this?*

➢ *When, where, and how often should consultation with stakeholders take place?*

Data Collection:

A successful needs assessment includes thorough data collection and analysis, including qualitative and quantitative data that reflects multiple viewpoints. According to Perkins V law, the needs assessment must include the following elements:

- An evaluation of student performance with respect to state-determined and local levels of performance, including an evaluation of performance for special populations and subgroups
- How CTE programs offered are 1) sufficient in size, scope, and quality to meet the needs of all students served and 2) aligned to 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
- Progress toward implementation of CTE programs and programs of study
- How the local recipient will improve recruitment, retention, and training of CTE teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals underrepresented in such professions
- Progress toward implementation of equal access to high-quality CTE courses and programs of study for all students

Use this as a guide to determine what data you need for your CLNA.

Questions for consideration:

➢ *What are various forms of data to use?*

➢ *What information can I take advantage of that is already available?*

➢ *What data might these various stakeholder groups bring to the table?*

➢ *How might you learn what other useful data various stakeholder groups may have?*

➢ *What kinds of tools would work best to obtain data from each stakeholder group?*

➢ *How can I be sure that data reflects actual needs of my region or consortium?*

➢ *How will I document the data/information received from stakeholders?*

➢ *How will I use the data to develop the Perkins grant application?*