

# **PERKINS V COMPREHENSIVE LOCAL NEEDS ASSESSMENT (CLNA) REPORTING FRAMEWORK**

**Consortium Name:**

**To be submitted with the FY 2024 Local Application**

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## What the Perkins V law says about constituents in the needs assessment process:

In conducting the comprehensive local needs assessment under subsection 134(c), and developing the local application described in subsection 134(b), an eligible recipient shall involve a diverse body of constituents, including, at a minimum:

- Representatives of 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;
- Representatives of Career and Technical Education 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<sup>1</sup>;
- Representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965);
- Representatives of Indian Tribes and Tribal organizations in the State, where applicable; and,
- Any other constituents that the eligible agency may require the eligible recipient to consult.

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<sup>1</sup> The Perkins V law defines special populations as individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for nontraditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals; youth who are in, or who have aged out of, the foster care system; and youth with a parent who is on active duty in the military.

## Applying an Equity Lens to the CLNA Process

The comprehensive local needs assessment helps consortium CTE leaders identify, understand, and prioritize their needs and strategies to improve student performance and program quality. The results from the CLNA, when done effectively, can provide meaningful information and be a catalyst to transformative systems change. A successful needs assessment leads to actionable priorities and meaningful, long-term change.

This creates an incredible opportunity to:

- Better help all students achieve career success.
- Align Perkins budget with priorities and make certain programs are aligned with and validated by local/regional workforce needs and economic priorities.
- Ensure that consortium programs are serving all learners equitably and enable you to better direct resources toward programs that lead to high-skill, high-wage, or in-demand occupations and activities that address equity and opportunity gaps.

It is critical to apply an equity lens to community engagement efforts to ensure that those communities most impacted are included in the development and information-gathering processes rather than reacting to questions and data presented to them. It requires active, meaningful engagement of those communities in a process to examine, identify, and diagnose challenges that need to be addressed for meaningful change to occur. **Communities are defined as those internal and external groups that are most impacted by this process and the implementation of CTE.**

## Equity Guiding Principles for the CLNA Process

The CLNA process can provide a roadmap to identifying inequities that impact the participation of marginalized communities in CTE programs. These barriers can exist at the institutional-, district-, or systems level. Applying these principles will help uncover meaningful results and potential actions that can address persistent barriers and inequities in CTE programs. [NAPE offers three guiding principles](#)<sup>2</sup> for effective and equitable needs assessment process:

**Asset Orientation:** Those learners most impacted by the CLNA and the implementation of CTE programs have valuable knowledge (to contribute) about their experiences, perspectives, and abilities.

**Grounded Action:** Those learners who are experiencing depressed outcomes are influential in speaking about the problems in CTE programs and challenges in their educational experiences. Their shared experiences can provide rich data about the inequities in current policies and practices along with diverse solutions to help address those inequities.

**Systems are Not Neutral:** Systemic bias exists within current policies and practices that are implemented without awareness or acknowledgment of harm, particularly to marginalized communities. Accountability includes a review of the historical context that contributes to persistent predictors of challenges highlighted in the disaggregated data.

## **Purpose for the CLNA Summary:**

The purpose of the CLNA Summary is to briefly highlight the key needs that have been identified in your extensive CLNA process and resulting documentation. The key points to be addressed in this summary are:

- Processes, activities and roles constituents played in completing the CLNA.
- Constituents who contributed in the CLNA process.
- Specific needs identified in your CLNA as they relate to each of the required elements.
- Rationale for the specific needs identified.
- Prioritizing needs for each element.
- Narrative tracking matrix to identify where to address these need (this is optional).

**Briefly describe the process that was used in completing the CLNA and the role various constituents played:**



## Prioritizing Needs (Optional)

The form below may be used to assign a numerical prioritization of the various needs identified in each element of the CLNA. Feel free to use this matrix or create your own. (This does not need to be included in your CLNA framework report.) Please note that you can add or delete Priority rows depending on the number identified.

Identified Priority	How long has this been a priority?	How has this need been addressed in the past?	Magnitude 3 = needs to be addressed now 2 = should be addressed in the next 6-12 months 1 = can be addressed next year	Support 3 = most constituents will support this need 2 = at least half of constituents will support this need 1 = less than half will support this need	Impact 3 = this need will impact the most students, staff and community members 2 = at least half will be impacted 1 = less than half will be impacted	Feasibility 3 = significant change to current practice 2 = moderate change to current practice 1 = slight change to current practice	Total Points
Element 1: Student Performance on Required Performance Indicators							
Priority 1							
Priority 2							
Priority 3							
Element 2: Program Size, Scope, and Quality to Meet the Needs of all Students							
Priority 1							
Priority 2							
Element 3: Progress Towards Implementation of CTE Programs of Study							
Priority 1							
Priority 2							
Priority 3							
Priority 4							
Element 4: Improving Recruitment, Retention, and Training of CTE Professionals, Including Underrepresented Groups							
Priority 1							
Priority 2							
Element 5: Progress Towards Equal Access to CTE Programs for all Students							
Priority 1							
Priority 2							

## Narrative Tracking Matrix (Optional)

The form below form may be used to begin to assign potential narratives to the various needs identified in each element of the CLNA. Feel free to use this matrix or create your own. (This does not need to be included in your CLNA framework report. Please note that you can add or delete rows depending on the number of needs identified for each element.

### Key to Narratives:

- 1 = Comprehensive Local Needs Assessment (CLNA)
- 2 = Programs of Study
- 3 = Workforce Innovation Opportunity Act (WIOA)
- 4 = Integrated Academic & Technical Skills

- 5 = Special Populations
- 6 = Work-based Learning
- 7 = Early College
- 8 = Support to Professionals

- 9 = Performance Gaps
- 10 = Consortium Governance
- 11 = Reserve Funds

Prioritized Needs / Barriers:	Narratives to Address the Need										
	1 CLNA	2 POS	3 WIOA	4 Skills	5 Pops	6 WBL	7 Coll	8 Prof	9 Gaps	10 Gov	11 Res
<b>Element 1: Student Performance of Required Performance Indicators</b>											
Need A:											
Need B:											
Need C:											
<b>Element 2: Program Size, Scope, and Quality to Meet the Needs of All Students</b>											
Need A:											
Need B:											
<b>Element 3: Progress Towards Implementation of CTE Programs of Study</b>											
Need A:											
Need B:											
Need C:											
Need D:											
<b>Element 4: Improving Recruitment, Retention, and Training of CTE Professionals</b>											
Need A:											
Need B:											
<b>Element 5: Progress Towards Equal Access to CTE Programs for all Students</b>											
Need A:											
Need B:											
Need C:											
Need D:											

## Element #1: Student Performance on Required Performance Indicators

This information can be obtained from Secondary Secure Reports and from Postsecondary through PowerBI or the system office institutional research department. The table below tracks trend data as it relates to Perkins Performance Indicators.

Performance Indicator		Year 1 Goal	Year 1 Actual	Goal Met	Year 2 Goal	Year 2 Actual	Goal Met	Year 3 Goal	Year 3 Actual	Goal Met
1S1	Four-year Graduation Rate									
2S1	Academic Proficiency: Reading / Language Arts									
2S2	Academic Proficiency: Mathematics									
3S1	Post-program Placement									
4S1	Non-traditional Program Concentration									
5S3	Program Quality: Work-based Learning									
1P1	Postsecondary Placement									
2P1	Earned Recognized Postsecondary Credential									
3P1	Non-traditional Program Concentration									



**PRIORITIZED NEEDS**  
**Element 1: Student Performance on Required Performance Indicators**

E1-Need A:

E1-Need B

E1-Need C

E1-Need D

E1-Need E

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## Element #2: Program Size, Scope, and Quality to meet the needs of all students

Minnesota defines size, scope and quality at the consortium level as follows:

**Size:** Parameters/resources that affect whether the program can adequately address student learning outcomes. This includes:

- Number of students within a program
- Number of instructors/staff involved with the program
- Number of courses within a program
- Available resources for the program (space, equipment, supplies)

**Scope:** Programs of Study are part of, or working toward, inclusion within a clearly defined career pathway with multiple entry and exit points. (The goal of six State-Recognized Programs of Study offered within a consortium will be a component of the full Perkins V plan.)

- Programs of Study are aligned with local workforce needs and skills.
- Postsecondary programs connect with secondary career and technical education via articulation agreements and/or dual credit, etc.
- Programs develop not only specific work-based skills, but also broadly applicable employability skills.

**Quality:** A program must meet two out of the following three criteria: The program develops (1) high-skilled individuals, (2) individuals who are competitive for high-wage jobs, and (3) individuals who are trained for in-demand occupations.

- **High-skilled:** Programs that result in industry-recognized certificates, credentials, or degrees.
- **High-wage:** High-wage is anything that is above the median wage for all occupations (\$47,986 based on 2021 data from Minnesota Department of Employment and Economic Development).
- **In-demand:** Occupations that are identified in DEED's Occupation in Demand index ([https://apps.deed.state.mn.us/lmi/oid/Results\\_9Columns.aspx](https://apps.deed.state.mn.us/lmi/oid/Results_9Columns.aspx)) and/or through the Comprehensive Local Needs Assessment

**PRIORITIZED NEEDS**  
**Element 2: Program Size, Scope, and Quality to meet the needs of all students**

E2-Need A:

E2-Need B

E2-Need C

E2-Need D

E2-Need E

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### Element #3: Progress towards implementation of CTE Programs of Study

#### PRIORITIZED NEEDS

#### Element 3: Progress towards implementation of CTE Programs of Study

E3-Need A:

E3-Need B

E3-Need C

E3-Need D

E3-Need E

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## Element #4: Improving recruitment, retention, and training of CTE professionals, including underrepresented groups

### PRIORITIZED NEEDS

#### Element 4: Improving recruitment, retention, and training of CTE professionals, including underrepresented groups

E4-Need A:

E4-Need B

E4-Need C

E4-Need D

E4-Need E

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## Element #5: Progress towards equal access to CTE programs for all students

### PRIORITIZED NEEDS

#### Element 5: Progress towards equal access to CTE programs for all students

E5-Need A:

E5-Need B

E5-Need C

E5-Need D

E5-Need E

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**NOTE:** Required supporting documents used in the needs assessment must be available on file for review during monitoring visits or upon request. Evidence of stakeholder engagement would include such documentation as meeting agendas and notes.

### **Consortium Assurance: Review of Comprehensive Local Needs Assessment**

I have reviewed this comprehensive local needs assessment document and confirm, to the best of my knowledge, that it is complete and meets requirements set forth in the *Strengthening Career and Technical Education for the 21st Century Act* (Perkins V).

\_\_\_\_\_  
**Secondary Consortium Coordinator (Print)**

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Postsecondary Consortium Coordinator (Print)**

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**