PERKINS V
COMPREHENSIVE LOCAL NEEDS ASSESSMENT (CLNA) REPORTING
framework

## Consortium Name: [Type your response here]

To be submitted with the FY2023-2024 Local Application

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## What the Perkins V law says about stakeholders 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 stakeholders, 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[[1]](#footnote-1);
* 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 stakeholders that the eligible agency may require the eligible recipient to consult.

### Please indicate the key stakeholders (individuals and groups) involved in the completion of this needs assessment:

[Type in response here]

### Provide URLs for each participating stakeholder organization:

[Type your response here]

### List, by name (and optional links to), any other stakeholder groups consulted with (but not directly involved) in the completion of the needs assessment:

[Type your response here]

### How does your consortium application propose to use your needs assessment to support the career and technical programs selected?

[Type your response here]

**NOTE**: *Evidence of stakeholder engagement would include such documentation as meeting agendas and notes.*

### Summarize the specific insight gained in the needs assessment related to each required element (below).

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

##### [Type your response here]

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

##### [Type your response here]

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

##### [Type your response here]

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

##### [Type your response here]

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

##### [Type your response here]

**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.*

## Needs Assessment Element #1 – Student Performance on Required Performance Indicators

### SECONDARY PERFORMANCE DATA REVIEWED

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Indicator | Baseline | Year 1 Goal | Year 1Actual | Year 1 Goal Met?Yes/No | Year 2 Goal | Year 2Actual | Year 2 Goal Met?Yes/No | Year 3 Goal | Year 3 Actual | Year 3 Goal Met? Yes/No |
| 1S1 Four-year Graduation Rate |  |  |  |  |  |  |  |  |  |  |
| 2S1 Academic Proficiency: Reading/Language Arts |  |  |  |  |  |  |  |  |  |  |
| 2S2 Academic Proficiency: Mathematics |  |  |  |  |  |  |  |  |  |  |
| 3S1 Post-Program Placement (formerly Postsecondary Enrollment) |  |  |  |  |  |  |  |  |  |  |
| 4S1 Non-traditional Program Concentration |  |  |  |  |  |  |  |  |  |  |
| 5S3 Program Quality: Work-based Learning |  |  |  |  |  |  |  |  |  |  |

### POSTSECONDARY PERFORMANCE DATA REVIEWED

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Indicator | Baseline | Year 1 Goal | Year 1Actual | Year 1 Goal Met?Yes/No | Year 2 Goal | Year 2Actual | Year 2 Goal Met?Yes/No | Year 3 Goal | Year 3 Actual | Year 3 Goal Met? Yes/No |
| 1P1 Postsecondary Placement |  |  |  |  |  |  |  |  |  |  |
| 2P1 Earned Recognized Postsecondary Credential |  |  |  |  |  |  |  |  |  |  |
| 3P1 Nontraditional Program Concentration |  |  |  |  |  |  |  |  |  |  |

### What strengths and gaps were identified by your needs assessment regarding student performance?

[Type in response here]

### What subpopulation of students could benefit from additional evidence-based services/supports?

[Type in response here]

### What priorities are you setting to address the gaps or challenges identified for this element that will be presented in your local application?

[Type in response here]

### What new or current partners will support student performance priorities identified?

[Type in response here]

### What new and/or modified policies, evidence-based activities, or structures must be developed and implemented in order to improve student performance?

[Type in response here]

### Data sources used to examine element: (Check all that apply)

[ ]  Consortium secondary student data on…enrollment, concentration, completion and ESSA math and English Language Arts (ELA) achievement

[ ]  Consortium postsecondary institution data on enrollment, concentration, completion, or placement.

[ ]  Disaggregate data on special populations examined in comparison to total CTE population

[ ]  Other (list/describe): [Type your response here]

**NOTE:** *Although you will have access to all data, some disaggregations may result in small cell sizes that can be considered private data.* ***Please exercise caution to ensure no private data is reported in the needs assessment because these documents will be publicly available.***

## Needs Assessment 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 6 State Recognized Programs of Study offered with in 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 ($41,749 based on 2018 data from Minnesota Department of Employment and Economic Development).
* **In-demand**: Occupations that are identified in the Occupation in Demand index ([https://careerwise.minnstate.edu/jobs/hotCareers?re=R01000](https://nam02.safelinks.protection.outlook.com/?url=https://careerwise.minnstate.edu/jobs/hotCareers?re%3DR01000&data=02|01|Jeralyn.Jargo@minnstate.edu|ad6e1cfce49440c24b1c08d6e069cc87|5011c7c60ab446ab9ef4fae74a921a7f|0|0|636943142364618514&sdata=2xHUR2rC/AIvWh0vieohAwTEaqndqO5X8oPAuN56fM4%3D&reserved=0)) and/or through comprehensive local needs assessment.

### What strengths and gaps were identified by your needs assessment regarding size, scope, and quality?

[Type in response here]

### What priorities were identified to enhance program size, scope, and quality during the needs assessment process that will be included in your local application?

[Type in response here]

### What new and/or modified policies, activities, or structures must be developed and implemented?

[Type in response here]

### What professional development, resources, or support is required to enhance program size, scope, and quality?

[Type in response here]

### What changes might be made to career exploration/guidance to improve program size, scope, and quality?

[Type in response here]

### Data sources used to examine element: (Check all that apply)

[ ]  Consortium member data

[ ]  Disaggregate data on special populations examined in comparison to total CTE population

[ ]  Program review/accreditation

[ ]  DEED/Workforce data

[ ]  Other (list/describe): [Type your response here]

## Action Plan for Element #2: Size, Scope, and Quality

| Strategies/Action Steps to Reach the Goal of Program Size, Scope, and Quality to meet the needs of all Students. | Roles/Responsibilities for Each Strategy/Action Step*(For K-12, Business/Industry, Postsecondary, Workforce Development)* | Start – End Dates |
| --- | --- | --- |
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|  |  |  |
|  |  |  |
| [Add additional rows as needed.] |  |  |
| **Will this require K-12 action?** | **Will this require Postsecondary action?** | **Will this require Business/Industry action?** | **Can federal or state programs be leveraged?** | **Which stakeholders must be involved?** |
| [ ]  YES | [ ]  NO | [ ]  YES | [ ]  NO | [ ]  YES | [ ]  NO | [ ]  WIOA | [ ]  PERKINS | [ ]  OTHER |  |
| Description and measure: | Description and measure: | Description and measure: | Description and measure: |

## Needs Assessment Element #3 – Progress towards Implementation of State-Recognized CTE Programs of Study

### What strengths and gaps were identified by your needs assessment regarding CTE Programs of Study?

[Type in response here]

### What priorities have been identified in the needs assessment process to address gaps or deficits in the consortium’s CTE Programs of Study?

[Type in response here]

### What new and/or modified policies, activities, or structures must be developed and implemented, especially to ensure participation and success of special population groups?

[Type in response here]

### What professional development, resources, or support is needed to enhance the structure of Programs of Study and enhance student opportunity to progress within a Program of Study?

[Type in response here]

### What professional development, resources, or support is needed to recruit and retain special population students in your consortium’s CTE Programs of Study?

[Type in response here]

### Data sources used to examine element: (Check all that apply)

[ ]  Consortium member data

[ ]  Projected employment needs by cluster

[ ]  DEED/Workforce data

[ ]  Other (list/describe): [Type your response here]

## Action Plan for Element #3: State-Recognized CTE Programs of Study

| Strategies/Action Steps to Reach the Goal of Progress towards Implementation of CTE Programs of Study. | Roles/Responsibilities for Each Strategy/Action Step*(For K-12, Business/Industry, Postsecondary, Workforce Development)* | Start – End Dates |
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| [Add additional rows as needed.] |  |  |
| **Will this require K-12 action?** | **Will this require Postsecondary action?** | **Will this require Business/Industry action?** | **Can federal or state programs be leveraged?** | **Which stakeholders must be involved?** |
| [ ]  YES | [ ]  NO | [ ]  YES | [ ]  NO | [ ]  YES | [ ]  NO | [ ]  WIOA | [ ]  PERKINS | [ ]  OTHER |  |
| Description and measure: | Description and measure: | Description and measure: | Description and measure: |

## Needs Assessment Element #4 – Improving recruitment, retention, and training of CTE professionals, including underrepresented[[2]](#footnote-2) groups

### What strengths and gaps were identified by your needs assessment regarding recruitment, retention, and training of CTE professionals, including underrepresented groups?

[Type in response here]

### What priorities regarding recruitment, retention and training of a diverse field of CTE professionals were uncovered in the needs assessment process?

[Type in response here]

### What new and/or modified policies, activities or structures must be developed and implemented?

[Type in response here]

### What professional development, resources, or support is needed to improve consortium performance on recruitment, retention and training of CTE professionals?

[Type in response here]

### Data sources used to examine element: (Check all that apply)

[ ]  Consortium member data

[ ]  Disaggregate data on special populations examined in comparison to total CTE population

[ ]  Program review/accreditation

[ ]  Association reports

[ ]  Other (list/describe): [Type your response here]

## Action Plan Element #4: Recruitment, retention and training of CTE Professionals

| Strategies/Action Steps to Reach the Goal of Improving recruitment, retention, and training of CTE professionals, including underrepresented groups.  | Roles/Responsibilities for Each Strategy/Action Step*(For K-12, Business/Industry, Postsecondary, Workforce Development)* | Start – End Dates |
| --- | --- | --- |
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|  |  |  |
| [Add additional rows as needed.] |  |  |
| **Will this require K-12 action?** | **Will this require Postsecondary action?** | **Will this require Business/Industry action?** | **Can federal or state programs be leveraged?** | **Which stakeholders must be involved?** |
| [ ]  YES | [ ]  NO | [ ]  YES | [ ]  NO | [ ]  YES | [ ]  NO | [ ]  WIOA | [ ]  PERKINS | [ ]  OTHER |  |
| Description and measure: | Description and measure: | Description and measure: | Description and measure: |

## Needs Assessment Element #5 – Progress towards implementation of equal access to CTE programs for all students

**NOTE**: *Review your data documented in Element 1- Student Performance on Required Performance Indicators. .*

### What strengths and gaps were identified by our needs assessment regarding equal access to CTE programs for all students?

[Type in response here]

### What priorities regarding equal access for all students were uncovered in the needs assessment?

[Type in response here]

### What new and/or modified policies, activities, or structures must be developed and implemented?

[Type in response here]

### What professional development, resources, or support is needed to improve equal access to CTE programs for all students?

[Type in response here]

### Data sources used to examine element: (Check all that apply)

[ ]  Consortium member data

[ ]  Disaggregate data on special populations examined in comparison to total CTE population

[ ]  Regional/State demographics

[ ]  Results from NAPE Equity self-assessment

[ ]  Local Equity & Inclusion Plan

[ ]  Other (list/describe): [Type your response here]

## Action Plan Element #5: Equal Access to CTE programs for all students

| Strategies/Action Steps to Reach the Goal of Progress towards implementation of equal access to CTE programs for all students.  | Roles/Responsibilities for Each Strategy/Action Step*(For K-12, Business/Industry, Postsecondary, Workforce Development)* | Start – End Dates |
| --- | --- | --- |
|  |  |  |
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|  |  |  |
|  |  |  |
| [Add additional rows as needed.] |  |  |
| **Will this require K-12 action?** | **Will this require Postsecondary action?** | **Will this require Business/Industry action?** | **Can federal or state programs be leveraged?** | **Which stakeholders must be involved?** |
| [ ]  YES | [ ]  NO | [ ]  YES | [ ]  NO | [ ]  YES | [ ]  NO | [ ]  WIOA | [ ]  PERKINS | [ ]  OTHER |  |
| Description and measure: | Description and measure: | Description and measure: | Description and measure: |

## Consortium Coordination Strategy

Use the following questions to develop an ongoing strategy, process, or mechanism to ensure this needs assessment is used, with fidelity, to inform consortium planning and decision-making.

### What went well in your CLNA process?

[Type in response here]

### What could have been done differently to achieve better results?

[Type in response here]

### What individuals or groups were invited but did not participate? Why did they not participate? What future steps will you take to engage them?

[Type in response here]

### What other initiatives can be leveraged and aligned across sectors to make this work successful?

[Type in response here]

### How will you build connections to and through those other initiatives?

[Type in response here]

### On what established schedule will you continue to meet and work together?

[Type in response here]

### How will you demonstrate collective commitment to on-going engagement in this work?

[Type in response here]

## Consortium 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** |
| --- | --- | --- |

1. *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.* [↑](#footnote-ref-1)
2. *“Underrepresented” as used here, refers to individuals belonging to groups that are underrepresented in these professions. Refer to Perkins V, Sec 134(c)(2)(D).* [↑](#footnote-ref-2)