

CAREER & TECHNICAL EDUCATION

Career Connected Learning
for All Students

PERKINS V

Illinois State Board of Education
and
Illinois Community College Board

Comprehensive Local Needs Assessment Guidance Document



Illinois
State Board of
Education



Introduction

One of the most significant changes in the Strengthening Career and Technical Education (CTE) for the 21st Century Act (Perkin V), is the new requirement for local grant recipients to conduct a comprehensive local needs assessment (CLNA). The goal of this document is to provide an overview for planning and conducting the comprehensive local needs assessment. Additionally, the document relays the required components of the law and articulates expectations for how the information will be collected, provided, and used within a local recipient district and/or college. This guidance document is meant to act as a supplement to the following instructions and templates to be completed by local secondary and postsecondary recipients:

1. Secondary district level – Local Needs Assessment
2. Secondary EFE – Comprehensive Local Needs Assessment
3. Community College – An Equity-Centered, Comprehensive Local Needs Assessment

What is the CLNA and Why Is It So Important?

The Perkins V CLNA moves beyond checklist types of assessment processes and instead aims to facilitate a data-informed, continuous improvement process biannually to assess the extent to which CTE programs and programs of study are aligned with local workforce and economic needs in six key areas:

1. Student performance data;
2. Size, scope, and quality of CTE programs as defined by the state plan;
3. Labor market alignment;
4. Progress towards implementing CTE programs of study;
5. Recruitment, retention, and training of CTE educators and support professionals; and
6. Progress toward improving access and equity to CTE for all students.

The CLNA is designed as the foundation of Perkins V implementation at the local level- it drives the development and implementation of the Perkins V local application, including funding prioritization. The CLNA should be seen as a chance to take an in depth look at your entire local and regional CTE system and identify areas where targeted improvements can lead to increased opportunities for student success. The needs assessment, if implemented thoughtfully, can also be a powerful opportunity to engage stakeholders in a common understanding and vision for the future of CTE in your community¹.

The CLNA presents an unprecedented opportunity to:

- Create programs and opportunities to ensure access and success for each student leading to high-wage, high-skill, or in-demand occupations;
- Ensure programs of study are aligned to, and validated by, local, regional, and statewide workforce needs and economic priorities;
- Set strategic short- and long-term goals and priorities to ensure coordinated program review and improvement processes; and
- Regularly engage in conversation with stakeholders around the quality and impact of CTE programs and systems.

¹ Maximizing Perkin V's Comprehensive Needs Assessment & Local Application to Drive CTE Program Quality and Equity. Association for Career and Technical Education. Updated October 31, 2018.

Implementation

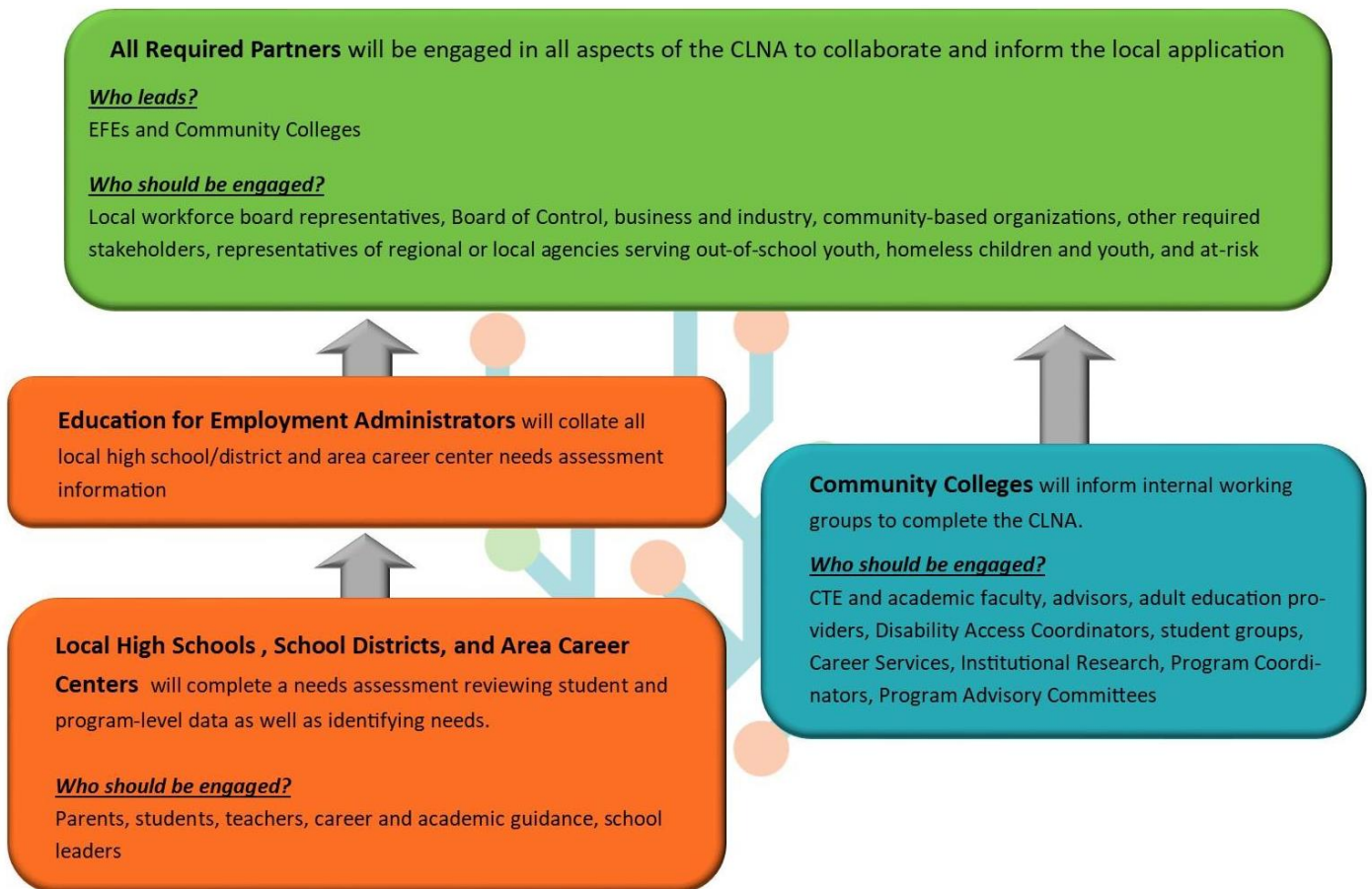
Planning and Preparation

At the secondary level, CLNAs are conducted in multiple parts by the high school districts as well as the Education for Employment (EFE) regions. At the postsecondary level, the CLNA is conducted by the community college. Secondary and postsecondary recipients should follow the steps detailed throughout this guide in consultation with the accompanying CLNA templates and local application guidelines provided by ISBE and ICCB.

Step 1: Establish Leaders and Roles

The EFE and the community college are **equal partners** that should **lead** the completion of the CLNA for their region or local area. Consortium of EFEs or community colleges may be appropriate. If using a consortium model, each recipient must produce a CLNA and a local application.

The EFE System Director and Postsecondary Perkins Administrator are responsible for collaborating and coordinating efforts to engage internal and external stakeholders and complete the CLNA as well as the local application. In this document, they are referred to the “lead administrators”.



Step 2: Create a Plan for Stakeholder Engagement to Complete the CLNA

Robust stakeholder engagement is essential to ensure decision making is done in the best interest of the community and will provide relevant opportunities for students as they transition into further education or the workforce. The EFE and the community college administrator should develop a stakeholder engagement plan to coordinate authentic engagement with the goal of cultivating meaningful discussions from each stakeholder group. Moreover, the leadership team should develop initial strategies of engagement for students and/or parents/caregivers in all components of the work.

The lead administrators may consider the following strategies to engage partners and stakeholders:

- Develop a timeline for stakeholder engagement utilizing existing events or meetings, such as local advisory committee meetings, local economic development meetings, parent-teacher conferences, student meetings, etc.;
- Create topically-themed focus groups (e.g. student performance, labor market alignment or programs, etc.) aligned to the parts of the CLNA;
- Be clear about expectations and develop specific goals for each mode of stakeholder engagement to create a clear purpose for stakeholders. Before setting goals, identify the question the CLNA requires (see next step below) to know what information will need to be gathered;
- Utilize virtual means of communication, surveys, etc. to maximize outreach and reduce time constraints; and
- Share data and findings that have been gathered and analyzed.

Step 3: Gather Data and Materials to Inform Comprehensive Local Needs Assessment

The lead administrators will need to compile all necessary data and materials to be used throughout the completion of the CLNA and subsequent local application.

The Illinois State Board of Education will be providing secondary districts the following data reports, many of which are embedded within the CLNA:

- Federal performance indicators disaggregated by subpopulation for Fiscal Year 2017, Fiscal Year 2018, and Fiscal Year 2019;
- CTE enrollment for Fiscal Year 2017, Fiscal Year 2018, and Fiscal Year 2019; and
- State, regional, and local labor market data report including high-wage, high-skilled and in-demand jobs.

Community colleges should utilize existing data platforms, tools, and resources which may include the following:

- Data reported through the A1 Report
- Illinois Postsecondary Online Data System (PODS) or CTE Dashboard (*when available*)
- Data and information from the Statewide Program Review Reports
- Accreditation Reports
- Labor Market Information

Stakeholder Engagement

Step 4: Identify and Invite Required Stakeholders for Completion of the CLNA

Consultation with a diverse body of stakeholders is required for the comprehensive local needs assessment. Begin with individuals and organizations that your programs already work with through program advisory committees, sector partnerships, community-based organizations, parent-teacher or industry associations, etc. After identifying current partnerships, the lead administrators should consider others who are required to be consulted so that new partnerships can be established.

Internal Teams: Before engaging external stakeholders, it is important for school districts, EFEs, and community colleges to create an internal team by engaging internal partners. Internal partners within the secondary system may include teachers, counselors, and other administrators. Internal partners within the postsecondary system may include Deans, faculty, instructional support staff, program coordinators, and other administrators which includes adult education.

External Stakeholders: External stakeholders also play an important role and should be consulted in a meaningful way, being cognizant of their time commitment and areas of expertise. See the table below.

Required Stakeholder Participants

The following list represents the minimum requirements of who should be involved in the CLNA and local planning processes. Lead administrators are encouraged to include others as appropriate. **The potential role of stakeholders includes: providing relevant data (e.g. labor market information, community, student-level); sharing needs, priorities, interests; and sharing strategies, offerings, resources that can be coordinated to reduce duplication.**

Perkins V *requires*, at a minimum, the following participants be engaged in the initial CLNA, the local application development, and ongoing consultation:

- Representatives of CTE programs from **both** secondary and postsecondary institutions (when collaborating) including:
 - Teachers, instructors, and faculty
 - Career guidance and advisory professionals
 - Administrators, principals
 - Specialized instructional support personnel and paraprofessionals
- Representatives of local workforce development board/regional economic development organizations, and local business and industry*
- Parents and students
- Representatives of special populations and representatives of regional or local agencies servicing out-of-school youth, homeless children and youth, and at-risk youth
- Adult education providers
- Others may include: Section 504/ADA coordinators, Diversity and inclusion officers, Community and faith-based organizations, and Required partners under WIOA

* Local workforce board staff will be in the process of Local Workforce planning for WIOA. While planning efforts may not fully align, this is an opportunity for these federal programs (see Workforce Innovation and Opportunity Act for all four program titles) to align and coordinate resources. Local workforce board staff will also be able to provide labor market information and other employment-related information.

While stakeholder engagement is required for the completion of the CLNA, continuous consultation should be ongoing in order to ensure the following:

1. Provide input on annual updates to the CLNA;
2. Ensure programs of study are
 - a. responsive to community employment needs;
 - b. aligned with employment priorities in the state, regional, or local economy identified by employers, which may include in-demand industry sectors or occupations identified by the local workforce development board;
 - c. informed by labor market information;
 - d. designed to meet current, intermediate, or long-term market projections; and
 - e. allowing employer input, including input from industry or sector partnerships in the local area, where applicable, into the development and implementation of relevant standards, curriculum, industry recognized credentials, and current technology and equipment;
3. Identify and encourage opportunities for work-based learning; and
4. Ensure funding is used in a coordinated manner with other local resources.

Step 5: Complete Comprehensive Local Needs Assessment/Local Application

As previously stated, lead administrators should refer to their secondary or postsecondary CLNA templates for further instructions on completion of their comprehensive local needs assessment. The findings within the completed CLNA should directly inform the strategies and resources within the local application. The summary of the findings, along with local application recommendations, should be shared with required stakeholders for feedback. Development of the local application should also be a part of this collaborative process. Lead administrators should thoroughly document the data analyzed as well as stakeholders engaged. This information will be reviewed in subsequence grant monitoring processes.

The CLNA has six required elements which fully encompass the decision making, implementation, and performance of CTE programs. Many of the elements are interconnected and insights gained in one part may be helpful in addressing another. The chart below lists the required elements and where they are addressed within the secondary and postsecondary CLNA. The CLNA must accompany the submission of the local application.

Requirement	Where Addressed	
	Secondary CLNA	Postsecondary CLNA
<i>An evaluation of the performance of the students served by the eligible recipient with respect to State determined and local levels of performance including an evaluation of performance for special populations and each subgroup described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965.</i>	Section 2a	Section 2
<i>A description of how career and technical education 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.</i>	Section 4a	Section 6
<i>A description of how career and technical education programs aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development boards or are designed to meet local educational or economic needs not identified by the local workforce development boards.</i>	Section 3	Section 5

<p><i>An evaluation of progress toward the implementation of career and technical education programs and programs of study</i></p>	<p>Section 4b</p>	<p>Section 7</p>
<p><i>A description of how the eligible recipient 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.</i></p>	<p>Section 5</p>	<p>Section 3</p>
<p><i>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:</i></p> <ul style="list-style-type: none"> <i>a) strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;</i> <i>b) providing programs that are designed to enable special populations to meet the local levels of performance; and</i> <i>c) 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.</i> 	<p>Section 2b</p>	<p>Section 1</p>

Step 6: Complete Secondary/Postsecondary Assurance Document

At the completion of the secondary and postsecondary CLNA, lead administrators should indicate the joint efforts between secondary and postsecondary entities within the six elements of the CLNA. These summative statements aim to provide input on the collaborative efforts being used to develop regional strategies and resources.

Secondary/Postsecondary Assurance Template
<p>1) An evaluation of the performance of the students served by the eligible recipient with respect to State determined and local levels of performance including an evaluation of performance for special populations and each subgroup described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965.</p> <ul style="list-style-type: none">- <i>Secondary has provided all applicable postsecondary entities with their response to Section 2a</i>- <i>Postsecondary has provided all applicable secondary entities with their response to Section 2</i>
<p>2) A description of how career and technical education 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. (<i>Refer to secondary CLNA Section 4a and postsecondary CLNA Section 6</i>).</p> <ul style="list-style-type: none">- <i>Summarize the joint efforts of secondary and postsecondary entities in meeting the career and technical education programs in the area of size, scope, and quality.</i>
<p>3) A description of how career and technical education programs aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development boards or are designed to meet local educational or economic needs not identified by the local workforce development boards (<i>Refer to secondary CLNA Section 3 and postsecondary CLNA Section 5</i>).</p> <ul style="list-style-type: none">- <i>Summarize the joint efforts of secondary and postsecondary entities in the CTE programs of study alignment to State, regional, or local-in demand industry sectors.</i>
<p>4) An evaluation of progress toward the implementation of career and technical education programs and programs of study (<i>Refer to secondary CLNA Section 4b and postsecondary CLNA Section 7</i>).</p> <ul style="list-style-type: none">- <i>Summarize the joint efforts of secondary and postsecondary entities in the evaluation of progress toward the implementation of CTE programs and programs of study.</i>
<p>5) A description of how the eligible recipient 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 (<i>Refer to secondary CLNA Section 5 and postsecondary CLNA Section 3</i>).</p> <ul style="list-style-type: none">- <i>Summarize the joint efforts of secondary and postsecondary entities to improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personal, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.</i>

- 6) 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:
- a) strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;
 - b) providing programs that are designed to enable special populations to meet the local levels of performance;
 - c) 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.
- *Secondary has provided all applicable postsecondary entities with their response to Section 2a*
 - *Postsecondary has provided all applicable secondary entities with their response to Section 1*
 - *If applicable, summarize joint efforts of secondary and postsecondary entities.*