

# Perkins V

FY21 Comprehensive Local Needs Assessment Worksheets  
Appendix A



## Introduction

One of the most significant changes in Perkins V (The Strengthening Career and Technical Education (CTE) for the 21st Century Act) is the new requirement for local applicants to conduct a comprehensive local needs assessment (CLNA) and update it at least every two years.

The CLNA is designed to drive local application development and future spending decisions. It is an opportunity to review your entire Career and Technical Education (CTE) program with an in - depth lens. It is a vital time to identify areas where targeted improvements should be made. It is also a powerful opportunity to engage stakeholders in a common understanding and vision for the future of CTE in your community.

**Perkins V requires, at a minimum, some of the following participants be engaged in the initial needs assessment, the local application development, and in ongoing consultation with representation from:** (Please check all who participated to verify this has been done) All listed are required in Perkins V unless noted with an asterisk (\*).

- Administrators and faculty
- Secondary teachers
- Postsecondary Administrators and faculty\*
- School counselors and advisement professionals\*
- Tribal organizations and representatives
- Corrections education staff\*
- Representatives of special populations
- Data staff
- Any other stakeholder required by the Utah Board of Education or a local decision
- Business and community partners\*
- Local workforce development and economic development boards
- Students and Former Students
- Human Resource department members

# Element 1 Worksheet: Evaluation of Student Performance

Review data collected including any notes from interviews, focus groups, or other methodologies. Discuss each of these questions. Assign a note - taker for the discussion electronically on this form. At the end, via consensus, assign a rating and rationale for this part of the Comprehensive Local Needs Assessment.

Rating	Leading	Embedded	Emerging
	created and implemented. Progress is evident	Gaps Identified. Improvement plans created and implemented.	Gaps Identified. Improvement plans in development

Questions Considered or Discussed (Select all that apply)

- 1. How are students in each CTE program and career cluster performing on the performance indicators in comparison to non - CTE students?  
In comparison to other career clusters?
- 2. How are students from special populations performing in each CTE career cluster?
- 3. How are students from different genders, races, and ethnicities performing in each CTE career cluster?
- 4. Which groups of students are struggling most?
- 5. Where do the biggest gaps in performance exist between subgroups of students?
- 6. Which CTE programs overall have the highest outcomes and which have the lowest?
- 7. Are there certain CTE programs where students from special populations are performing above average? Below average?
- 8. Is there a trend across all CTE career clusters?
- 9. What are the potential root causes of any inequities in performance across career clusters?

Additional Questions not listed here

Strengths/Opportunities:

Challenges/Needs/Threats:

Gaps/Areas of revision/ New implementation:

Element 1 - Rating	Rating Rationale and Potential Action Steps (It is important to capture your thinking here in order to avoid repeating work later in this process)
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## Element 2 Worksheet: Evaluation of Program Quality

Review data collected including any notes from interviews, focus groups, or other methodologies. Discuss each of the questions below. Assign a note taker for the discussion electronically on this form. At the end, via Consensus, assign a category and rating as well as a rationale for this part of the Comprehensive Local Needs Assessment.

	Leading	Embedded	Emerging	Deficient
Program Size	School offers complete programs that demonstrate growth, innovation and expansion which align with student interest and industry sector needs	School offers complete programs that align with student interest and industry sector needs	School offers the ability to concentrate in programs that align with student interest and industry sector needs	School offers the ability to concentrate in programs.
Program Scope	Programs result in credentials valued by industry and are stackable. Offer high quality work-based learning experiences that result in viable placement opportunities.	Programs result in credentials valued by industry and offer high quality work-based learning experiences.	Programs result in credentials and offer work-based learning experiences.	Programs offer credentials or work-based learning experiences.
Program Quality	Curriculum aligns with State program and course standards, decisions based on data and continuous improvement plan created and implemented. Progress is evident.	Curriculum aligns with State program and course standards, decisions based on data and continuous improvement plan implemented.	Curriculum aligns with State program and course standards, decisions based on data and continuous improvement plan developed.	Curriculum aligns with State program and course standards.

Questions Considered or Discussed (Select all that apply):

- 1. Are we offering programs in which students are choosing to enroll?
- 2. Are we offering programs with too low an enrollment to justify the costs in offering those programs?
- 3. Are we offering a sufficient number of courses, and course sections, within programs?
- 4. Are there students who want to enroll in programs that are offered but are unable to do so?
- 5. What populations of students are and are not accepted into specific programs? What are some of the reasons?
- 6. Can a student complete each program of study at our school/institution?
- 7. Do some of our programs offer more opportunities for skill development than others, both in the classroom and through expanded learning experiences?
- 8. Have there been sufficient conversations with secondary, postsecondary, and business/industry representatives so that a robust skill set is developed in each program?
- 9. How do specific program areas compare in quality?
- 10. How do specific components of programs, such as work - based learning, compare in quality?

Additional Questions not listed here

Strengths/Opportunities:

Challenges/Needs/Threats:

Gaps/Areas of revision/ New implementation:

Element2- Size Rating	Rating Rationale and Potential Action Steps (It is important to capture your thinking here in order to avoid repeating work later in this process)
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Scope Rating

Quality Rating

### Element 3 Worksheet: Evaluation of Workforce Alignment

Review data collected including any notes from interviews, focus groups, or other methodologies. Discuss each of these questions. Assign a note-taker for the discussion electronically on this form. At the end, via consensus, assign a rating and rationale for this part of the Comprehensive Local Needs Assessment.

Workforce Alignment	<b>Leading</b>	<b>Embedded</b>	<b>Emerging</b>	<b>Deficient</b>
	School offers programs for all student populations that align to the highest projected employment growth and emerging occupations in the region. Plan in place to retool, redirect and/or sunset outdated programs and provide targeted opportunities for employment of special populations.	School offers programs for all student populations that align to the highest projected employment growth and emerging occupations in the region.	School offers programs for student populations that align to occupations.	School offers Programs.

Questions Considered or Discussed (Select all that apply):

- 1. What are the highest projected growth industries in our region? What occupations are part of that industry?
- 2. How are CTE programs offered aligned to the demand?
- 3. How do CTE program enrollments match projected job openings? Where are the biggest gaps?
- 5. What skill needs have industry partners identified as lacking in the programs offered?
- 6. Which programs graduate employees that thrive in the workplace? Why?
- 7. What opportunities exist in our local labor market for students with disabilities, English learners, or other special populations?
- 8. Are we offering CTE programs that are not aligned to demand?

Additional Questions not listed here

Strengths/Opportunities:

Challenges/Needs/Threats:

Gaps/Areas of revision/ New implementation:

Element 3-  
Workforce Alignment

Rating Rationale and Potential Action Steps (It is important to capture your thinking here in order to avoid repeating work later in this process)



## Element 4 Worksheet: Evaluation of Implementing CTE Programs

Review data collected including any notes from interviews, focus groups, or other methodologies. Discuss each of these questions. Assign a note-taker for the discussion electronically on this form. At the end, via consensus, assign a rating and rationale for this part of the Comprehensive Local Needs Assessment.

	Leading	Embedded	Emerging	Deficient
Implementing CTE Programs	Programs are aligned, growing, expanding and articulated across secondary and post-secondary with embedded academic, technical, and employability skills. Students have multiple entry and exit points within a pathway/program of study.	Programs are aligned and articulated across secondary and post-secondary with embedded academic, technical, and employability skills. Students have multiple entry and exit points within a pathway/program of study.	Programs are aligned across secondary and post-secondary, articulation is in development with embedded academic, technical, and employability skills.	Programs are aligned across secondary and post-secondary.
Stakeholder involvement in CTE Programs	Growth and expansion on an established stakeholder base where all stakeholders are actively involved in decision making.	Established stakeholder base where all stakeholders are actively involved in decision making.	Stakeholder involvement with limited alignment in decision making.	Limited Stakeholder involvement

Questions Considered or Discussed (Select all that apply):

- 1. How fully are our programs aligned and articulated across secondary and postsecondary education?
- 2. Do our programs incorporate relevant academic, technical, and career readiness/employability skills at every learner level?
- 3. Do we have credit transfer agreements to help students earn and articulate credit?
- 4. Are students being retained in the same program of study?
- 5. Do students in the programs of study have multiple entry and exit points?
- 6. Are students in our programs earning recognized postsecondary credentials? Which credentials?
- 7. What is the role of business and industry partners in the current program of study development and delivery?

Additional Questions not listed here

Strengths/Opportunities:

Challenges/Needs/Threats:

Gaps/Areas of revision/ New implementation:

Element 4 - Implementation of CTE Programs.	Rating Rationale and Potential Action Steps (It is important to capture your thinking here in order to avoid repeating work later in this process)
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Stakeholder Engagement

Element 5 Worksheet: Evaluation of Recruiting, Retaining, and Training CTE Educators

Review data collected including any notes from interviews, focus groups, or other methodologies. Discuss each of these questions. Assign a note - taker for the discussion electronically on this form. At the end, via consensus, assign a rating and rationale for this part of the Comprehensive Local Needs Assessment.

Recruitment of CTE Educators

Leading	Embedded	Emerging	Deficient
Practices and processes in place to recruit high quality, licensed, & endorsed educators. Processes in place for onboarding, mentoring, licensing. Gaps Identified. Improvement plans created and implemented. Educator satisfaction is high, professional development opportunities that align with industry trends. Progress is evident.	Practices and processes in place to recruit high quality, licensed, & endorsed educators. Processes in place for onboarding, mentoring, licensing. Gaps Identified. Improvement plans created and implemented.	Practices and processes in place to recruit high quality, licensed, & endorsed educators. Processes in place for onboarding, mentoring, licensing. Gaps Identified. Improvement plan is in development.	Practices and processes in place to recruit high quality, licensed, & endorsed educators. Processes in place for onboarding, mentoring, licensing.

## Questions Considered or Discussed (Select all that apply):

1. How diverse is our staff? Does it reflect the demographic makeup of the student body?
2. What processes are in place to recruit new CTE educators?
3. What onboarding processes are in place to bring new professionals into the system?
4. Are these processes efficient and effective, especially for educators coming from industry?
5. Are all educators teaching in our programs adequately credentialed?
6. Do we offer regular, substantive and effective professional development around CTE academic and technical instruction based on identified needs?
7. What has been the impact on mentoring and onboarding processes for new instructors, especially instructors coming from industry?
8. What professional development offerings are most highly rated by participant staff? Does this differ when looking at different factors such as length of time in position, certification, career area, etc.?
9. Is there a process to develop or recruit CTE instructors from existing staff?
10. In what content areas do we need to develop or recruit more educators?

Additional Questions not listed

Strengths/Opportunities:

Challenges/Needs/Threats:

Gaps/Areas of revision/ New implementation:

Element 5 - Evaluation of Recruiting, Retaining, and Training CTE Educators

Rating Rationale and Potential Action Steps (It is important to capture your thinking here in order to avoid repeating work later in this process)

Element 6 Worksheet: Evaluation of Equity and Access

Review data collected including any notes from interviews, focus groups, or other methodologies. Discuss each of these questions. Assign a note - taker for the discussion electronically on this form. At the end, via consensus, assign a rating and rationale for this part of the Comprehensive Local Needs Assessment.

	Leading	Embedded	Emerging	Deficient
Equity and Access	Gaps Identified. Improvement plans created and implemented. Progress is evident.	Gaps Identified. Improvement plans created and implemented. Specifically; enrollment, barriers, recruitment efforts, accommodations, participants, concentrators, completers.	Gaps Identified. Improvement plans in development.	Gaps Identified.

## Questions Considered or Discussed (Select all that apply):

1. Which population groups are underrepresented in our CTE programs overall? And in each program area?
2. Which population groups are over - represented in CTE programs?
3. Looking back on the sections on program quality, labor market needs, and progress toward implementing programs of study, are there any enrollment discrepancies when comparing to programs that lead to high wage, high skill and in - demand occupations?
4. What is the difference between participant, concentrator and completer data for each special population? What is in place that encourages students to complete programs? What barriers are in place that prevent students from special populations from completing?
5. What barriers currently exist that prevent each special population group from participating in your programs?
6. What accommodations, modifications and supportive services do we currently provide? Which are most effective? Which ones are underutilized?
7. What recruiting efforts are conducted to encourage special population students to enroll in high quality CTE programs? What seems to be effective? What seems to be producing little effect?

Additional Questions not listed

Strengths/Opportunities:

Challenges/Needs/Threats:

Gaps/Areas of revision/ New implementation:

Element 6 -  
Equity and Access

Rating Rationale and Potential Action Steps (It is important to capture your thinking here in order to avoid repeating work later in this process)