Strengthening CTE:
Putting the Pieces Together

Preparing for the Comprehensive Local Needs Assessment (CLNA)

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Good morning. My name is Christine Lenske, and I'm the grant specialist with the Wisconsin Department of Public Instruction Career and Technical Education Team. Thank you for joining us this morning. This is the first in a series of webcasts that we will be presenting over the next four months, related to the Strengthening CTE for the 21st Century Act (or also referred to as Perkins V).

Specifically, we're going to provide an introduction to the comprehensive local needs assessment (or CLNA, for short). Developing the CLNA is a process that, if thoughtfully done, could take between four and eight months to complete. So districts that wish to apply for funding must conduct a CLNA prior to completing their Perkins application for the 2020-21 fiscal year. So we wanted to be sure to get information out to you as soon as possible.

The webcast series will address various requirements of the CLNA and provide technical assistance to get you going in the right direction. Each webcast will be recorded so that you can view it at your convenience in the event that you are unable to join us live. The schedule is posted to the DPI website. They don't have topics assigned to the dates yet. We'll likely inform you of the next topic to be covered at the end of each webcast depending on how things are going.

Timeframe

| June-January CLNA | March-April Application | April 30 Application due | July 1 Fiscal year begins |
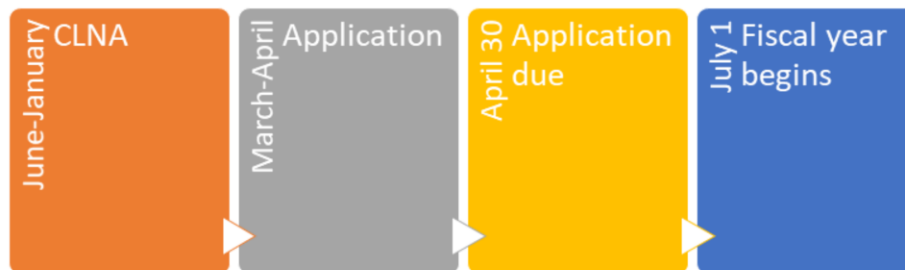
In preparation for the Perkins V application for the 2020-21 fiscal year, like I said, you'll need to conduct a local needs assessment. The current fiscal year (starting now) allows for time to conduct a well thought out CLNA before the 2020-21 fiscal year application process begins.

You may be wondering what the CLNA has to do with the Perkins V application. Well, here it is: The first question on the application asks for the results of your CLNA. This requirement is the most notable change under Perkins V and must be completed at least every two years leading to continuous improvement of your programs and student outcomes. DPI has created a guide for completing the CLNA, which will be posted shortly on the webpage in draft form. This will help you through the process by explaining the requirements, providing resources, and posing questions to consider.

Note that while many of you who are joining this webcast are CTE coordinators, the CLNA doesn't rest entirely on your shoulders. In order to be done well, your administrator and other district leaders need to form the core of your CLNA leadership team along with you, to help drive this process forward.

The Purpose of the CLNA

To help district leadership *identify, understand, and prioritize* the needs of the district in order to improve student outcomes

So, why do a needs assessment?
The bottom line is to ensure that program decisions are data-driven. The purpose of a needs assessment is to help leaders *identify, understand, and prioritize* the needs of their district with the ultimate goal of improving student outcomes.

The CLNA is the foundation of Perkins V implementation at the local level. It will drive the development of the local Perkins application and future priorities for CTE programs. This process gives LEAs a chance to take an in-depth look at the entire local and regional CTE system and landscape, and identify areas where targeted improvements can lead to increased opportunities for student success.

- Alignment with your agency's vision for CTE
- Gaps and why they exist
- Strategies that will address the identified needs in meaningful ways

So, when the needs assessment process is complete, you'll have a set of findings that paints a picture of your agency's CTE programs. This will help you in several ways.
- First, you will be better able to see how well the findings align with your agency's vision for CTE.
- You'll be able to find gaps and understand why those gaps might exist.
- And you'll be in a good position to determine strategies for addressing the identified needs in meaningful ways. This will likely include deciding which programs and activities will be priorities in the coming year.

Steps: Comprehensive Local Needs Assessment (CLNA)

1. Student performance on federal accountability indicators
2. Alignment with labor market information
3. Size, scope, and quality indicators of your programs
4. Progress toward implementing CTE programs and programs of study
5. Recruitment, retention, and training of CTE faculty
6. Progress toward improving access and ensuring equity for all students

The CLNA process requires applicants to evaluate how the local educational agency's overall CTE offerings measure up in several areas. These include the following six main areas of focus:

I. Performance on federal accountability indicators
II. Alignment with labor market needs
III. Size, scope, and quality and the quality of programs offered
IV. Progress toward implementing programs and programs of study
V. Recruitment, retention, and training of faculty and staff
VI. Progress toward improving access and ensuring equity for all students

We'll go into more detail on each of these areas in the future webcasts.

So how should you begin?
Take an asset scan of the other data-driven needs assessments that your districts have already been involved in, for example, the Every Student Succeeds Act (or ESSA), particularly related to the IDEA and Title IV grants, and in some cases, Title I. In addition, all Wisconsin districts are required to do the ACP process, which takes districts through a comparable procedure.

It's not necessary to reinvent the wheel before you begin. So contact the district individuals involved in leading other assessments, as mentioned. Those individuals may be able to help you pull data and stakeholders together. In many districts, for example, curriculum directors, administrators, student services directors, ACP coordinators, and Roster teams have been involved in these processes and can be good resources.

It may seem like an obvious point, and yet, it bears repeating: Start early to make a plan. The application process typically begins in early March, right? So that's essentially your deadline for the comprehensive local needs assessment. Working backward from March to the present, you'll want to create a timeline with deadlines for your tasks related to the process. Tasks include but are not limited to deciding whom to engage, scheduling and organizing meetings, gathering needed materials, determining a communications process with communications materials, compiling information, determining decision points, recording discussions, and so on. Creating a timeline for each task will help keep the process on track.

Stakeholder Engagement Group

1. Local CTE personnel
2. CTE staff at the postsecondary level
3. Business and industry representatives
4. Parents and students
5. Special populations
6. Representatives from agencies that serve homeless, out-of-school, and at-risk youth
7. Representatives of Indian tribes or tribal organizations in the state
8. Other populations

Next, stakeholder engagement may occur in a variety of forms. Consider these:
• listening sessions and public forums;
• interviews and focus groups;
• surveys distributed by mail, email, or handed out at meetings; or
• virtually by Skype or another platform are all options.

Engage people in identifying gaps, completing a root cause analysis, and strategizing about how to address the causes you find. Easy-to-understand charts, pictures, graphs are all effective ways to communicate data to stakeholder groups. We'll talk more about engaging stakeholders in our next webcast.

Taking a regional approach, and collaborating with nearby districts or consortia, could help this process. For example, a business partner may be a stakeholder for multiple districts, so combining efforts will be easier on your partner as well as the district.

One point I want to make is for the benefit of consortia. The CLNA will need to be completed as a consortium, not as individual districts. Yet each member district will have to be a part of the process and have a role in assessing their data and their local programs.

On June 12, the topic for this webcast, as I said, will be on strategies for engaging the required stakeholders. In the meantime, I encourage you to visit the Perkins V webpage from time to time for just-in-time information related to the Strengthening CTE for the 21st Century Act. This concludes the presentation.