Strengthening CTE:
Putting the Pieces Together

Capturing CLNA Results

Chris Lenske
Grant Specialist
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WISCONSIN DEPARTMENT OF
PUBLIC INSTRUCTION
Carolyn Stanford Taylor, State Superintendent

Good morning. I'm Chris Lenske, the grant specialist with the Wisconsin DPI CTE team. Thank you for joining us for this installment of the "Strengthening CTE: Putting the Pieces Together" series.

Before we begin, please mute your speakers if you haven't already done so.

Today's presentation is about capturing your CLNA results for your Perkins V application.

The Strengthening CTE for the 21st Century Act (or Perkins V) requires districts and consortia that seek Perkins funding to complete a comprehensive local needs assessment (which we refer to as the CLNA), the results of which must be included in the Perkins grant application and will drive your program decisions.

The webcast series addresses various requirements of the CLNA and provides technical assistance to get you going in the right direction. Webcasts in the series are recorded and posted to DPI's Perkins V webpages.

Wisconsin's Vision for CTE

- Develop *high quality* Career Pathways

- Apply an *equity* lens to ensure all students have access to high quality CTE programs and career pathways

First, let's review Wisconsin's vision for CTE. These include the development of high quality career pathways and ensuring all students have access to CTE. Both the Wisconsin Technical College System (or WTCS) and DPI are committed to expanding career pathways throughout Wisconsin and to do so with a lens focused on equity.

Six Focus Areas

I. Performance on federal accountability indicators

II. Alignment to labor market needs

III. Scope, size and 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 equity

As applicants of Perkins grant funds, you have begun the process of conducting your CLNA for each of the required focus areas listed here. Each of these focus areas drives quality career pathways.

A common question that we receive is, "Once I've collected all of the information, what do I do with it?" "How do we submit it?" This is what we will address in this webcast.

When you really get down to it, the CLNA process is a means of laying the groundwork for strategic planning around implementing quality career pathways. These pathways need to be equitable for all students and improve postsecondary outcomes.

Purpose of CLNA

- Data driven decision-making
- Foundation for CTE programming
- Drive Perkins grant application

The biggest change from Perkins IV to Perkins V is that the CLNA will be used to determine funding decisions.

Therefore, the CLNA is the foundation of Perkins V implementation at the local level. It will drive the development of future priorities for local CTE programs and the Perkins application.

The CLNA process gives Perkins grant applicants a chance to take an in-depth look at the local CTE landscape, and identify areas where targeted improvements can lead to increased opportunities for student success.
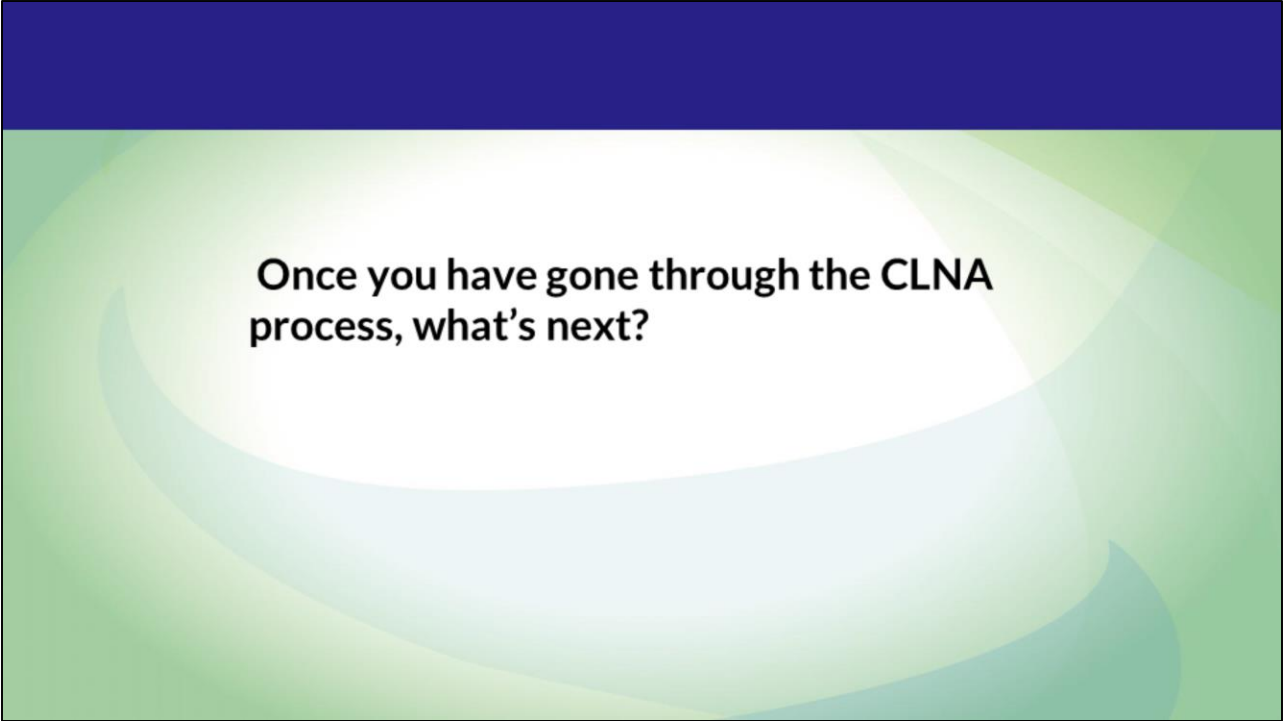
Perkins V requires one comprehensive local needs assessment for each eligible recipient. However, the needs assessment for consortia must be representative of all CTE programs that are provided by the member districts. This might mean that each school will do some of their own analysis, which will then be summarized at the consortium level for the application. DPI may monitor independently to ensure compliance within the four-year grant cycle.

Purpose of CLNA

- 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 see your program strengths as well as gaps.

- You will come to an understanding as to why those gaps might exist.

- And you'll be in a good position to determine strategies for addressing the identified needs in meaningful ways.

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 see your program strengths as well as gaps.
- You will come to an understanding as to 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.

Once you have gone through the CLNA process, what's next?

Now, let's revisit our opening question: Once you have gone through the CLNA process, what's next? You've gleaned a lot of information, but how does it get tied to the Perkins grant application?

Compiling Results of the CLNA

1. Data Reviewed
2. Gaps and Needs
3. Goals
4. Objectives (short-term/long-term)
5. Funding
6. Measurable Outcomes

You will be required to summarize the results of your CLNA in the Perkins application for each of the focus areas, including your pathways focus areas of size, scope, and quality. In general, you will be asked to provide information on the data reviewed, the gaps and needs that were identified, your goals, short- and long-term objectives (covering 1-2 years), the funding that will be targeted to the goals and objectives, and the measurable outcomes you seek to achieve.

CLNA Worksheets

- May be used as an organization tool for compiling results.
- Provide fields for every question on the Perkins application.
- Two worksheets hold information on required focus areas.

Available at: CLNA Resources webpage
https://dpi.wi.gov/cte/carl-perkins/perkins-v/clna-resources

Let's look at the worksheets that you can use to organize the results of your CLNA so you'll be ready to answer the questions in the Perkins application. You'll find them on the DPI Perkins V webpages.
The worksheets are located under the CLNA Resources webpage.

Most of you were able to attend the technical assistance workshops where we went over the worksheets. This will be a good refresher for you.

Go to the **CLNA Resources** page, and click on the **CLNA Results Worksheet Template (blank).**
Here we have a blank worksheet. This worksheet with the blue header focuses on the CLNA results related to Student Performance, Recruitment and Retention of teachers, and Equity and Access, located in the left column and are three of the focus areas of the CLNA. At the top, each column represents information that you will need to provide for the given focus area.

Let's look at the column to the right of the focus area, data referenced. Here you will list the data sets you analyzed--not the actual data, but the type of data you analyzed such as your Perkins Performance Indicator data on graduation rates, math proficiency, follow-up data, etc.

In the *next* column, you'll keep track of the stakeholders you consulted with in the process of analyzing student performance.

<u>Next</u>, you will summarize your findings, particularly related to gaps and needs.

In the **next** column, you will state your goals and objectives related to addressing the gap **over the next two years**. Remember, the needs assessment is only required every two years and is tied to spending, so you'll want to summarize the district **goals** based on analysis of the data, the needs identified, and the priorities as supported by stakeholders.

Next you will identify your **objectives** to meet the goals, both short- and long-term. Many initiatives take longer than one year to complete, so you may say that an objective will be continued in the second year.

If you plan to use Perkins funds to support costs related to the objectives, those items will need to be reflected in the budget section of the application. In other words, every budgeted item must be tied to one of the objectives of a target area.

For example, let's say the district identifies a need to increase math rigor, and they want to use Perkins funds for professional development and teacher pay during the summer. You'll want to clearly align the budgeted professional development and teacher time with your objective. However, in the same example, if the budget request is "field trip," this does not align and will not be approved.

And finally, in the last column, you'll explain how you will measure success.

Please note, this worksheet itself will **<u>not</u>** be submitted to DPI. It is strictly for your use to compile your information and draft your CLNA results for your application. Once the application is ready for you to complete in WISEgrants, you will take your information from the sheet and input it into narrative fields within WISEgrants. Exact functionality of the system will be provided once it has been vetted, built, and available to view via screen shots, which will be early next year.

Now go back to the [CLNA Resources](#) page to get your Career Pathway Worksheet. It has a yellow heading.

Here we have the Career Pathways Worksheet. Again, hopefully you are all well acquainted with this worksheet. As with the previous worksheet, you may use this to write down your formulated responses until you are ready to put your answers into the application in WISEgrants.
- One worksheet should be completed for each career pathway. You can reference the size, scope, and quality webcast to learn more about filling out your pathway worksheet, which you will transfer to the narrative fields in the pathway section of the application in WISEgrants.
- The pathway you describe must meet at least three of the five elements under

size, scope, and quality to be eligible for funding. **Do not** provide information for pathways that do not meet size, scope, and quality requirements. To do so will delay the application approval process.

- If you are completing this for a consortium, you will list those member districts that have the pathway.

For LMI; size, scope, and quality; work-based learning, the guidelines are clearly explained on the sheet. For more information, refer to the webcast in which the specific topic was addressed.

Down at the bottom of the sheet, you will see the "Evaluation of progress toward implementation of Pathway." As on the other worksheet, you will list the data referenced for your analysis, the gaps you have in implementation of the pathway, along with your goals and objectives that will tie to your budget.
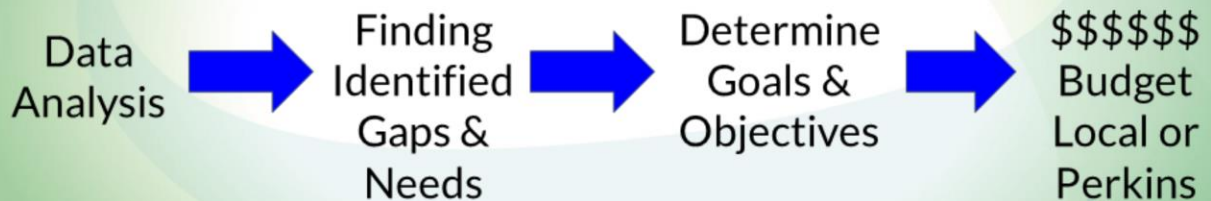
As we mentioned at the top, the CLNA process is the starting point for your data-driven decision-making. The worksheets are a helpful tool to capture the gaps and needs that you find as well as the goals and objectives you develop to address them. Your budgeted items will represent the expenses needed to implement your objectives.

The application will be available in early March, and we will have additional training on WISEgrants functionality at that time.

That concludes the presentation. Thank you very much for joining today's webinar. Have a great day everyone!