

North Dakota Perkins V

STRENGTHENING CAREER AND TECHNICAL EDUCATION FOR THE 21ST CENTURY ACT

Comprehensive Local Needs Assessment and Application Guide



North Dakota Department of Career and Technical Education
600 East Boulevard Ave – 15th Floor
Bismarck ND 58505 701-328-3180 www.cte.nd.gov

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Introduction

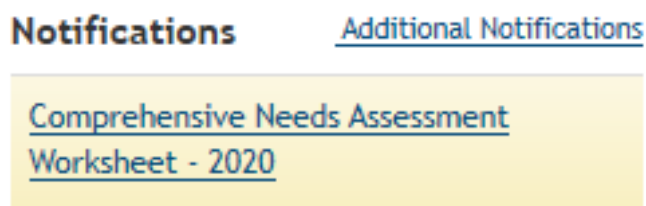
One of the most significant changes in the Strengthening Career and Technical Education (CTE) for the 21st Century Act (Perkins V) is the new requirement for local applicants to conduct a comprehensive local needs assessment (CLNA) and **update it at least every two years**.

The new needs assessment is designed as the foundation of Perkins V implementation at the local level - it drives your local application development and future spending decisions. It 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.

This guide is intended to give Perkins V applicants guidance during their approach to the local needs assessment efforts by providing data and the tools to meet the legal language of Perkins V and perform actionable steps that complete the requirements and engage stakeholders in thoughtful program improvement.

Throughout this guide is a series of screenshots. It is the intent of the North Dakota Department of Career and Technical Education (Department) to utilize the existing Budget and Reimbursement Process (BRP) to collect the required information. While some data will be provided for you by the Department, it will be the responsibility of the local applicant to collect and enter data and provide answers to questions asked during the CLNA consultation process. This will be collected in the CLNA section of BRP.

Below is a screenshot of where the CLNA is located in BRP.



The notification link will stay on your home page until the CLNA is submitted.

Once submitted, the CLNA can be found under the "MY DATA" tab.



A valuable resource to refer to during the CNLA process is the *ACTE Maximizing Perkins V's Comprehensive Local Needs Assessment & Local Application to Drive CTE Program Quality and Equity* brief. The link to access this resource is below:

www.acteonline.org/wp-content/uploads/2019/03/Local_Tool_Needs_Assessment_FINAL_3.18.2019.pdf

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

Stakeholder Engagement

The Perkins V comprehensive local needs assessment requires consultation with a broad spectrum of stakeholders as part of the initial process, as well as throughout implementation. This stakeholder group is more extensive than what was required in Perkins IV. Prior to embarking on the assessment, the following steps will help lay the groundwork for a rigorous and meaningful needs assessment through clear preparation and organization.

Identify a Leadership Team (optional)

Consultation with stakeholders is required for the CLNA. It may be beneficial to give responsibility to one person to coordinate work and ensure deadlines are met.

Identify Stakeholder Participants (required)

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

- Representatives of CTE programs from both secondary and postsecondary institutions including:
 - Teachers, instructors and faculty
 - Career guidance and advisory professionals
 - Administrators, principals
 - Specialized instructional support personnel and paraprofessionals
- Representatives of the workforce development council
- Representatives of regional economic development organizations and local business and industry
- Parents and students
- Representatives of special populations
- Representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth
- Representatives of Indian Tribes and Tribal organizations in the State, where applicable

Although Perkins V requires the above groups to be consulted during the CLNA, feel free to include other applicable groups. Input can be collected via surveys, interviews, focus groups, public meetings, etc.

Comprehensive Local Needs Assessment

The comprehensive local needs assessment (CLNA) has five required elements, including:

1. An evaluation of student performance;
2. An evaluation of CTE program quality based on alignment with the state's definition of size, scope, and quality and alignment to industry needs;
3. Progress toward implementation of full programs of study;
4. A reflection on how the district will recruit and retain high-quality CTE staff;
5. A discussion of how the district will address equity issues around access to high-quality CTE programs for all students.

Each of these elements will be addressed in the following sections of the guide. Required elements 1 and 5 will be covered in Part 1 of this guide and the CLNA.

PART 1: Evaluation of Student Performance

The CLNA shall include an evaluation of student performance including special populations and each subgroup. The CLNA must contain an evaluation of CTE concentrators' performance on each of the core performance indicators. While you are already required to do this as part of your local plan under Perkins IV, the evaluation must now, at a minimum, include a performance analysis of the subgroups as well. Under Perkins IV, you have annually received reports of CTE concentrators' performance on the Perkins Indicators. With the implementation of Perkins V, this data will be expanded to include the performance of each special population group, and Elementary and Secondary Education Act (ESEA) subgroups (gender, race and ethnicity, and migrant status).

Perkins V, Section 134(c)(2)(A) states the needs assessment must include: An evaluation of the performance of the students served with respect to State determined and local levels of performance, including an evaluation for special populations and each subgroup described in section 1111 of the ESEA.

Materials Needed

- Perkins performance data for all current core indicators over the past three years disaggregated by CTE program area and subpopulation groups including:
 - Gender
 - Race and ethnicity
 - Migrant status
 - 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 work individuals
 - English learners
 - Homeless individuals
 - Youth who are in or who have aged out of the foster care system
 - Youth with a parent who is on active duty military

- Comparison data for 'all' students:
 - Secondary students – Statewide assessment data comparisons for:
 - Graduation rate
 - Academic achievement
 - Placement
 - The percentage of CTE concentrators in CTE programs leading to nontraditional fields
 - Concentrators participating in a work-based learning experience
 - Postsecondary – Institutional data comparisons for:
 - Credential attainment
 - Placement
 - The percentage of CTE concentrators in CTE programs leading to nontraditional fields

The Department will provide as much of this data as possible. Below is an example of the data charts located within the CLNA section of BRP.

Part 1: Evaluation of Student Performance *[Perkins V Sec. 134 (c)(2)(A)]*

	1S1 Four Year Graduation Rate				1S2 Extended Graduation Rate				2S1 Reading/LA Proficiency				2S2 Mathematics Proficiency			
	Year 1 2016 - 2017	Year 2 2017 - 2018	Year 3 2018 - 2019	State Target	Year 1 2016 - 2017	Year 2 2017 - 2018	Year 3 2018 - 2019	State Target %	Year 1 2016 - 2017	Year 2 2017 - 2018	Year 3 2018 - 2019	State Target	Year 1 2016 - 2017	Year 2 2017 - 2018	Year 3 2018 - 2019	State Target
Totals	95.98 %	98.03 %	98.23 %	91.41 %	0.00 %	0.00 %	0.00 %	0.00 %	55.92 %	52.54 %	44.56 %	50.73 %	43.57 %	42.94 %	43.52 %	33.50 %
Male	96.09 %	97.80 %	97.44 %		0.00 %	0.00 %	0.00 %		52.37 %	50.65 %	40.30 %		44.57 %	45.02 %	44.78 %	
Female	95.83 %	98.36 %	100.00 %		0.00 %	0.00 %	0.00 %		61.61 %	56.10 %	54.24 %		41.96 %	39.02 %	40.68 %	
Disabled	82.61 %	91.67 %	89.47 %		0.00 %	0.00 %	0.00 %		25.81 %	26.19 %	25.93 %		4.84 %	14.29 %	14.81 %	
Low SES	86.27 %	88.00 %	93.75 %		0.00 %	0.00 %	0.00 %		37.21 %	24.24 %	26.47 %		16.28 %	13.64 %	14.71 %	
Non-Traditional	93.94 %	96.43 %	95.00 %		0.00 %	0.00 %	0.00 %		44.94 %	44.83 %	42.86 %		33.71 %	27.59 %	28.57 %	
Single Parent	0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %	
Out of work	0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %	
ELL	77.78 %	85.71 %	100.00 %		0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %		4.76 %	6.25 %	14.29 %	
Homeless	0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %	
Foster Care	0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %	
Military Family	0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %	
White	97.75 %	99.20 %	98.97 %		0.00 %	0.00 %	0.00 %		60.84 %	58.42 %	48.78 %		49.47 %	49.83 %	50.00 %	
Black	96.15 %	93.75 %	87.50 %		0.00 %	0.00 %	0.00 %		33.33 %	25.00 %	26.67 %		13.33 %	6.25 %	6.67 %	
Hispanic	100.00 %	100.00 %	100.00 %		0.00 %	0.00 %	0.00 %		30.77 %	36.36 %	20.00 %		30.77 %	27.27 %	0.00 %	
Native American	33.33 %	100.00 %	0.00 %		0.00 %	0.00 %	0.00 %		80.00 %	50.00 %	0.00 %		20.00 %	0.00 %	0.00 %	
Asian	83.33 %	83.33 %	100.00 %		0.00 %	0.00 %	0.00 %		25.00 %	13.33 %	14.29 %		20.83 %	6.67 %	0.00 %	
Native Hawaiian	0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %	
2 or More Races	100.00 %	100.00 %	100.00 %		0.00 %	0.00 %	0.00 %		50.00 %	33.33 %	0.00 %		16.67 %	33.33 %	50.00 %	
Migrant Students	0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %	

The Postsecondary CLNA is very similar to the Secondary CLNA. The only difference is the student performance data. Below are the performance indicators for the Postsecondary Programs.

Part 1: Evaluation of Student Performance [Perkins V Sec. 134 (c)(2)(A)]

	1P1 Postsecondary Placement				2P1 Postsecondary Credential				3P1 Non-Traditional Program			
	Year 1 2016 - 2017	Year 2 2017 - 2018	Year 3 2018 - 2019	State Target	Year 1 2016 - 2017	Year 2 2017 - 2018	Year 3 2018 - 2019	State Target %	Year 1 2016 - 2017	Year 2 2017 - 2018	Year 3 2018 - 2019	State Target
Totals	53.89 %	14.41 %	42.80 %	77.12 %	39.87 %	53.20 %	47.92 %	37.60 %	20.18 %	9.06 %	6.64 %	17.42 %
Male	60.50 %	13.70 %	41.96 %		48.45 %	63.78 %	48.30 %		2.80 %	5.00 %	0.60 %	
Female	43.24 %	15.56 %	44.09 %		26.23 %	35.53 %	47.31 %		49.41 %	15.89 %	16.50 %	
Disabled	53.97 %	14.47 %	42.98 %		39.10 %	52.97 %	47.92 %		20.35 %	9.09 %	6.64 %	
Low SES	53.89 %	14.41 %	42.80 %		39.87 %	53.20 %	47.92 %		20.18 %	9.06 %	6.64 %	
Non-Traditional	47.62 %	20.00 %	48.28 %		32.35 %	0.00 %	62.07 %		100.00 %	100.00 %	60.00 %	
Single Parent	50.32 %	16.10 %	46.67 %		35.54 %	53.06 %	50.54 %		21.23 %	12.32 %	10.68 %	
Out of work	53.89 %	14.41 %	42.80 %		39.87 %	53.20 %	47.92 %		20.18 %	9.06 %	6.64 %	
ELL	53.89 %	14.41 %	42.98 %		39.87 %	53.20 %	47.92 %		20.18 %	9.06 %	6.64 %	
Homeless	0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %	
Foster Care	0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %	
Military Family	0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %	
White	100.00 %	20.00 %	60.00 %		100.00 %	50.00 %	100.00 %		33.33 %	28.57 %	0.00 %	
Black	0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %	
Hispanic	0.00 %	0.00 %	50.00 %		0.00 %	50.00 %	50.00 %		0.00 %	0.00 %	50.00 %	
Native American	52.91 %	14.48 %	43.44 %		38.71 %	54.21 %	48.00 %		19.64 %	8.24 %	6.67 %	
Asian	0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %	
Native Hawaiian	0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %	
2 or More Races	100.00 %	12.50 %	14.29 %		0.00 %	28.57 %	14.29 %		100.00 %	18.18 %	0.00 %	
Migrant Students	0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %		0.00 %	0.00 %	0.00 %	

Although the Department will provide the data, it will be the responsibility of the local applicant to review and analyze the data, therefore setting funding priorities according to student performance.

Below is a screenshot of questions located in BRP to consider when reviewing student performance data. Click on “Edit” to enter content into the CLNA.

Comprehensive Needs Assessment Worksheet for Secondary Schools

Part 1: In reviewing your student performance data, describe:

For guidance and additional information please refer to the [CLNA Instructions](#).

Local Discussion Prompts:

1. In reviewing the student enrollment data, identify any strengths and/or gaps by comparing the percentages of CTE concentrators in each subgroup with your school's overall enrollment data. Enrollment data comparisons advise as to whether there are issues of access to CTE. For example, if the school's enrollment in grades 7 - 12 is 4% Native American, how does that compare to the school's percentage of Native American CTE concentrators?
2. Identify any strengths and/or gaps on each Perkins indicator by comparing the performance of the total number of CTE concentrators with that of the subgroups. For example, compare the percentages of CTE concentrators (total) who graduate from high school with the percentage of CTE concentrators who are also students with disabilities who graduate from high school (subgroup). Performance data comparisons identify gaps and lead to insights on strategies to close the gaps.
3. On each Perkins indicator, compare performance between male and female students and among the various race/ethnicity data. Where are the school's strengths? Which performance gaps are high priority for the school to address?

Program strengths:

Enrollment and/or performance gaps:

Save

Return

Next

Comprehensive Needs Assessment Worksheet for Secondary Schools

Part 1: Evaluation of Student Performance (cont.)

For guidance and additional information please refer to the [CLNA Instructions](#).

Describe progress that has been made toward implementation of equal access to high quality CTE courses and programs of study for all students. [Perkins V Sec. 134 (c)(2)(E)]

1. What strategies are helping students overcome barriers to learning that result in lower rates of access to, or performance gaps in, the courses and programs for special populations?

2. What programs are designed to enable special populations to meet the local levels of performance?

3. What activities help 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?

Save

Return

Previous

Next

Select “Save” to save progress.

Once you have completed the entering information, select “Return” to bring you back to the main page; “Previous” to go to the previous Edit page or “Next” to go to the next Edit page.

Save

Return

Previous

Next

PART 2: Evaluation of Program Quality

The second part of the CLNA involves CTE program quality. Local applicants are required to conduct a self-assessment to describe how local CTE programs are:

- Of sufficient size, scope, and quality to meet the needs of all students;
- Aligned to State, regional, Tribal, or local in-demand industry sectors identified by the State workforce development board; and
- Designed to meet local education or market needs not identified by the State boards or local workforce development boards.

PART 2.a: Size, Scope and Quality

Perkins V, Section 134(c)(2)(B)(i) states the needs assessment must include: *A description of how career and technical programs offered are sufficient in size, scope, and quality to meet the needs of all students served.*

What are size, scope, and quality? These definitions are important to ensure funds are used to drive quality, equitable, and impactful programs.

Secondary Programs

Size:

In general, size refers to the quantifiable evidence, physical parameters and limitations of each approved program that relate to the ability of the program to address all student learning outcomes. Generally, size will be defined by items such as the required number of programs, required class size, availability of facilities and equipment to ensure quality, equity and access.

For the state of North Dakota, the definition of “Size” for Secondary Programs is illustrated in the charts below:

1) The minimum number of students enrolled in an approved CTE program shall be:	
For schools with 100 or fewer students in grades 9-12	5 (or a 2-year avg of 5)
For schools with 101- 500 students in grades 9-12	10 (or a 2-year avg of 10)
For schools with 501 or more students in grades 9-12	15 (or a 2-year avg of 15)

2) Minimum number of CTE Programs offered by the Local Education Agency (LEA):	
Size of student population in grades 9-12	Minimum # of CTE Programs (not courses) offered in-house
50 or fewer	One Program
51-100	Two Programs
101-500	Three Programs
501 or more	Four Programs

Scope:

Program scope provides curricular expectations of each program and/or program of study to cover the full breadth of its subject. Generally, scope involves the number of required courses, sequence, early postsecondary and work-based learning opportunities, the role of advisory committees and the role of Career Technical Student Organizations (CTSOs).

The Department’s definition of Scope is:

The program must include classroom instruction, lab, a CTSO (or a documented, organized sequence of instructional activities designed to foster leadership skills) and work-based experiences. The program must offer the student multiple pathways/options upon successful completion: continuing to postsecondary education or training, entering the world of work or military. A minimum of two courses must be offered.

Quality:

Program quality provides expected outcomes and impact of each program and/or program of study including the ability to earn industry valued credentials, academic skills and access to high-skill, high-wage and in-demand programs.

The Department will follow the twelve CTE Standards and all applicable Perkins Performance Indicators. They are as follows:

1. Instructional Planning and Organization
 - a. Has the Local Application been developed consistent with results of comprehensive local needs assessment (CLNA)?
 - b. Is there is a plan to address performance gaps identified by the CLNA?
 - c. Does each CTE program offer the student multiple pathways/options upon successful completion, including continuing to postsecondary education or training, entering the world of work or military? (Scope)
 - d. Does the LEA provide organized career exploration and guidance activities for all students?
 - e. Is the LEA strengthening CTE programs through integration of academic and technical program components?
 - f. Is there opportunity for CTE students to gain postsecondary credits while in high school? (Scope)
 - g. Does the LEA comply with requirements to offer a minimum number of CTE programs based upon enrollment? (Chart 2)
2. Instructional Materials
 - a. Selected with consultation by key stakeholders?
3. Instructional Personnel
 - a. Does the LEA demonstrate a commitment to support the preparation, retention, training and professional development of CTE Administrators, faculty and support staff?
4. Enrollment and Student-Teacher Ratio
 - a. Do CTE programs have the required number of students for program approval?
 - b. Is the student-teacher ratio controlled for safety of students?
 - c. Are support personnel available as necessary for the safety and success of special needs students?
5. Equipment and Supplies
 - a. Are equipment and supplies chosen in consultation with key stakeholder recommendations?
6. Instructional Facilities
 - a. Are facilities of adequate size to accommodate CTE program requirements?
 - b. Are they well-maintained and conducive to learning?
 - c. Are they barrier free to accommodate students with disabilities?
7. Safety and Sanitation
 - a. Are facilities inspected for safety, and equipped as required for safety purposes? (ex: eyewash station, safety goggles, etc.)

8. Stakeholder Consultation and Program Advisory Committees
 - a. Are required stakeholders in place for consultation on Perkins Applications? As follows:
 - i. Secondary and postsecondary educators;
 - ii. Administrators and other support staff;
 - iii. State or local workforce boards;
 - iv. Business and industry representatives;
 - v. Parents and students;
 - vi. Representatives of special populations;
 - vii. Representatives of agencies serving out-of-school youth, homeless children and youth, and at-risk youth;
 - viii. Representatives of Indian Tribes and Tribal Organizations (where applicable).
 - b. Do advisory committees include representatives of business and industry?
 - i. Do they advise regarding quality of course content?
 - c. Do advisory committees include representatives of special populations to provide expertise/strategies for the success of special population students?
9. Leadership Development
 - a. Do all CTE students have the opportunity to develop leadership skills through a CTSO?
 - b. If a CTSO is not offered, is there evidence of an organized sequence of instructional activities designed to foster leadership skills?
10. Work-based Experience
 - a. Do all CTE students have an opportunity to participate in a work-based experience as defined by NDCTE? (Either on a jobsite, or in a simulated experience in school.)
11. Special Populations
 - a. How will special population students be prepared for high-skill, high-wage or in-demand occupations?
 - b. How is equal access provided to CTE courses, programs, and programs of study?
 - c. How does the school ensure that members of special population groups are not discriminated against based upon their status as members of such groups?
12. Educational Equity
 - a. What opportunities does the LEA provide to prepare students for nontraditional fields?
 - b. Is the LEA making progress demonstrating equitable access in enrollments into high quality CTE courses and programs of study?

To help determine if your CTE programs meet the state's definition of size, scope and quality, consider the following questions:

- Do you understand the state's definition of size?
- Do you understand the state's definition of scope?
- Do you understand the state's definition of quality?
- Have you analyzed disaggregated data by subpopulations?
- Are current programs meeting these standards?
- How will planned programs meet these standards?
- Are you offering sufficient number of courses and programs to meet the needs of the student population?
- Have required stakeholders been consulted for feedback?
- Describe how your CTE programs are sufficient in size, scope, and quality to meet the needs of all students.
- Describe how your CTE programs are sufficient in size, scope, and quality to meet the needs of students in subpopulations.

Postsecondary Programs

Size:

Programs must have at least 10 students by the third year of operation.

Scope:

A program consists of a sequential list of courses that leads to a certificate, diploma, or an associate degree.

Quality:

A quality CTE program meets the Twelve CTE Standards and all applicable Perkins Performance Indicators.

The Twelve Postsecondary CTE Standards:

1. Instructional Planning and Organization

- a. Has the Local Application been developed consistent with results of comprehensive local needs assessment (CLNA)?
- b. Does the college have the resources to address any gaps in achievement identified in the CLNA?
(Examples: Disability Services/Developmental Coursework/Tutorial Services)
- c. Does each CTE program provide successful graduates with high-wage, high-tech or high-demand job opportunities?
- d. Does each CTE program include classroom instruction, lab, a student organization and a work-based experience? (Scope)
- e. Does each CTE program offer the student multiple pathways/options upon successful completion: continuing postsecondary education, entering the world of work or military? (Scope)

- f. Does the college provide career exploration and guidance services for all students?
- g. What has been done by the college to ensure alignment with programs at the secondary level? Is dual credit an option for secondary students? (Scope)

2. Alignment with Labor Market

- a. Does successful completion in the program culminate in the credentials (degree/diploma/certifications) required for employment in this state's labor market?
- b. Are there labor market data that support this program's continuation for the next five years? Is there data projecting growth in the occupation(s) for which the program is preparing students? Describe.
- c. What is the "in field" placement rate for the last cohort of graduates?
- d. What is the average initial salary offered to the last cohort of graduates?
- e. Is programmatic accreditation required for entry into the labor market? If so, does the program hold such accreditation? If not, are there plans in place to achieve such accreditation? Describe.
- f. How does the program prepare students for employment in a diverse labor market?

3. Instructional Materials, Equipment and Supplies

- a. Are the materials, equipment and supplies used to teach this program reviewed and selected in consultation with key stakeholders? Are they consistent with current industry or business practices?
- b. Are there adequate resources to acquire and maintain the equipment/learning resources/library materials required to prepare students for employment in the current labor market?

4. Instructional Personnel

- a. Does the college demonstrate a commitment to support the training and retention of program faculty?
- b. Are faculty able to attend professional development opportunities as needed to keep abreast of labor market trends and requirements?

5. Enrollment and Student-Teacher Ratio

- a. What is the number of students required to sustain the program? (Size)
- b. Do students with special needs receive support as necessary to succeed in the program?
Examples:
- c. What does the college do to support student recruitment and retention in your program? (Size)
- d. Does the college employ adequate numbers of faculty to facilitate student success in this program?

6. Instructional Facilities

- a. Are facilities of adequate size to accommodate CTE program requirements?
- b. Are facilities well-maintained and conducive to learning?
- c. Are they barrier free to accommodate students with disabilities?

7. Safety and Sanitation

- a. Are facilities inspected for safety, and equipped as required for safety purposes? (ex: eyewash station, safety goggles, etc.)
- b. Are there any safety issues in the program based upon student/teacher ratio? Describe.

8. Program Advisory Committees/Stakeholder Involvement

- a. Does the Advisory Committee for this program include key business/industry stakeholders?
- b. How often is the Advisory Committee consulted for guidance on
- c. keeping the program content consistent with the requirements of the labor market?
- d. Does the Advisory Committee have key members as needed to provide expertise/strategies for fostering the success of special population students?

9. Leadership Development

- a. Do all CTE students have the opportunity to develop leadership skills
- b. through a CTSO? Are there alternative leadership development opportunities on campus available to CTE students?

10. Work-based Experience

- a. Have key stakeholders from business/industry committed to providing work-based experiences for students? Describe.
- b. Do all students in the CTE program have an opportunity to participate in a work-based experience as defined by NDCTE? (Either on a jobsite, or in a simulated experience in school.)
- c. Do special population students have access to any supports as needed to participate in work-based experiences? Describe.

11. Special Populations

- a. Does the program prepare special population students for high-skill, high-wage or in-demand occupations?
(Compare completion and placement rates for special population students with that of all students.)
- b. What is the college doing to ensure equal access to CTE courses, programs, and programs of study by special population students?

12. Educational Equity

- a. Is the college making progress demonstrating gender equity in enrollments into high quality CTE programs?
- b. Are male and female students enrolled in this program equally successful in completion of the program and placement thereafter?
- c. What training has the college provided for the prohibition of sexual harassment and bias?
- d. Does the college have personnel and procedures in place to address student concerns for equity?

Below is a screenshot where you will be able to comment on the size, scope and quality of each of your programs. You will enter comments on size, scope and quality for all programs. Simply click on “Save” to save your comments.

Part 2a: Describe how the CTE programs offered are sufficient size, scope, and quality to meet the needs of all students. Refer to guide for size, scope & quality. *[Perkins V Sec. 134 (c)(2)(B)(i)]*

For guidance and additional information please refer to the [CLNA Instructions](#).

Program	In-Progress	Compliant	Size	Scope	Quality	Notes	Action
<div> <div>Program</div> <div> <input type="text"/> <input type="checkbox"/> In-Progress <input type="checkbox"/> Compliant </div> </div> <div> <div>Size:</div> <div><input type="text"/></div> </div> <div> <div>Scope:</div> <div><input type="text"/></div> </div> <div> <div>Quality:</div> <div><input type="text"/></div> </div> <div> <div>Notes:</div> <div><input type="text"/></div> </div> <div> <div>Save</div> </div>							
<div> <div>Return</div> <div>Previous</div> <div>Next</div> </div>							

PART 2.b: Labor Market Alignment

Perkins V continues to focus on aligning programs of study to high-wage, high-skill, and high-demand occupations. In the local comprehensive needs assessment, eligible recipients will analyze how CTE programs are meeting workforce and economic development needs. The Department, in partnership with Job Service North Dakota and the North Dakota Workforce Development Council, will provide in-demand occupations at the state, regional, and county level. These will be found in the CLNA section of BRP. The local applicant will need to engage with local employers, chambers of commerce, and/or economic development to determine local community workforce needs along with possible emerging needs. The assessment will look at how different resources are used to determine which CTE programs of study are made available for students.

Resources that can be used to assist in aligning programs to Labor Market Information can be found below:

- State High Need and Emerging Occupations List & Qualifying Educational Programs as determined by the North Dakota Workforce Development Council and Job Service North Dakota
 - <https://ndus.edu/wp-content/uploads/sites/6/2019/12/2021-NDCB-List-Scholarship-1.pdf>

- ND Career Builders - High-Need & Emerging Occupations
 - <https://ndus.edu/wp-content/uploads/sites/6/2021/05/2021-NDCB-List-Loan-Repayment.pdf>
- Regional and Local In-Demand Occupation tool created by the ND State Longitudinal Data System utilizing Job Service North Dakota online job openings report data.
 - <https://insights.nd.gov/Workforce/JobOpenings#>
 - Click on the explanation tab to learn more about the tool.

Perkins V, Section 134(c)(2)(B)(ii) states the needs assessment must include: *A description of how career and technical education programs are aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development board or are designed to meet local education or economic needs not identified by the local workforce development boards.*

Materials Needed

- State, Regional, and County Labor Market Information (LMI) current and projected employment;
- Input from local business and industry representatives, with reference to opportunities for special populations;
- CTE Program of Study concentrator data for three years;
- Program size, scope, and quality analysis.

Below are screenshots from BRP to determine if local CTE programs are aligned with LMI needs.

Part 2b: Labor Market Alignment: Describe CTE Programs in District [*Perkins V Sec. 134 (c)(2)(B)(i)*]

For guidance and additional information please refer to the [CLNA Instructions](#).

Helpful Links:

[Scholarship Program](#)
[Loan Repayment Program](#)
[North Dakota Job Openings](#)

Program	State Workforce Needs	Regional Workforce Needs	Local Occupations	Action
<div>Program</div> <div>Identify how your CTE program aligns with statewide in-demand occupations:</div> <div>Identify how your CTE program aligns with regional in-demand occupations:</div> <div>List any local in-demand occupations that were identified through stakeholder engagement that aligns with your CTE program: i.e. employers, economic development, chambers of commerce:</div> <div>Save</div>				<div>Return</div> <div>Previous</div> <div>Next</div>

Once you are complete entering LMI alignment for each program, click on “Save”. This will save your current program and allow additional programs to be entered.

PART 3: Progress Toward Implementing CTE Programs/Programs of Study

Perkins V, Section 134(c)(2)(C) states the needs assessment must include: *An evaluation of progress toward the implementation of career and technical education programs and programs of study.*

Perkins V, Section 3(41): Program of Study. *A coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that:*

- *Incorporates challenging State academic standards;*
- *Addresses both academic and technical knowledge and skills, including employability skills;*
- *Progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);*
- *Has multiple entry and exit points that incorporates credentialing; an*
- *Culminates in the attainment of a recognized postsecondary credential.*

Perkins funds can only be used to support programs that, at minimum, comprise a complete coordinated plan of study. The North Dakota plans of study can be found at the following link.

www.nd.gov/cte/programs/career-dev/plans-of-study.html.

Materials Needed

- Documentation of course sequences and aligned curriculum for each CTE program;
- Standards for academic, technical, and employability skills taught per course;
- Trend data on dual and concurrent enrollment in CTE programs;
- Definitions used for alignment, dual and concurrent enrollment, academic and technical standards;
- Trend data on student participation;
- Advisory committee notes/minutes;
- Data on credential attainment by type;
- Notes on industry participation.

In this portion of the CLNA, you will be entering information related to programs of study you plan to create. You will enter the proposed program area, courses to be offered, and how it aligns with workforce needs. Click “Save” to save your comments and enter additional programs as needed. This would be the first step in the new program approval process.

Part 3: Progress toward implementing new CTE Programs of Study (if applicable) [Perkins V Sec. 134 (c)(2)(B)(ii)]

For guidance and additional information please refer to the [CLNA Instructions](#).

Proposed Program Area	Courses Offered	Labor Market Needs	Action
<input type="text"/>	<div></div>	<div></div>	<div>Save</div>
			<div>Return</div> <div>Previous</div> <div>Next</div>

PART 4: Recruitment, Retention and Training of CTE Educators

The CLNA will also assess the educator workforce in your programs. This includes teachers, instructors, and faculty as well as specialized instructional support personnel, paraprofessionals, and career guidance and advisement professionals. An important part of this assessment asks participants to look at their current pipeline of staff and what strategies are taken to recruit and retain quality staff. It also asks to review the demographics of staff to determine if it matches the demographics of the community.

Perkins V, Section 134(c)(2)(D) states the needs assessment must include: *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.*

Materials Needed

- Data on faculty, staff, administrator, and counselor preparation, credentials, salaries and benefits, and demographics;
- Student demographic data;
- Description of recruitment process;
- Description of retention process;
- Description of professional development, mentoring, and externship opportunities;
- Data on educator participation in professional development, mentoring, and externships;
- Findings from educator evaluations or other resources about impact of professional development, mentoring, and externships;
- Survey or focus results conducted with educators regarding needs and preferences for professional development;
- Trend data on educator and staff shortage areas in terms of CTE area and demographics;
- Trend data on educator and staff retention in terms of CTE area and demographics;

Note: A new, formal definition of “Professional Development” is introduced in Perkins V. This definition is modeled off the professional development definition in the Every Student Succeeds Act (ESSA) but contains more CTE-relevant language. “Professional Development” is defined as: Activities that are an integral part of strategies for providing educators with the knowledge and skills needed to enable students to succeed in CTE, and that are sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job embedded, data-driven, and classroom-focused, and to the extent practicable evidence-based.

Part 4: Progress toward recruitment, retention, and training of CTE Staff [Perkins V Sec. 134 (c)(2)(D)]

For guidance and additional information please refer to the [CLNA Instructions](#).

Refer to Perkins V guide for definition of Professional Development.

	Number Working in Local CTE Program(s)			# Professional Development Workshops Offered		
	Year 1 2016 - 2017	Year 2 2017 - 2018	Year 3 2018 - 2019	Year 1 2016 - 2017	Year 2 2017 - 2018	Year 3 2018 - 2019
CTE Teachers	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
CTE Other Faculty	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
CTE Instructional Support	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
CTE Counselors	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
CTE Others	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Totals:	0	0	0	0	0	0

Local CTE Program Summary of Recruitment Efforts

Local CTE Program Summary of Retention Efforts

Describe Professional Development Workshops offered

[Save](#) [Return](#) [Previous](#) [Next](#)

Input from the required stakeholders will be needed to complete the CLNA and write the local application for Perkins funds. The data collection and analysis conducted during the CLNA process should provide local school leadership information to present and gather feedback from community stakeholders. Input does not have to happen in a large public forum. Other options include, but are not limited to, focus groups, interviews, or surveys.

Engaging stakeholders in a discussion about local and regional goals is critical as you conclude this process. Ensuring the stakeholder group understands the six required uses of funds and the nine elements of the local application will be critical at this point. Armed with facts and information, the leadership team can work with the stakeholder group to complete the final steps and prepare for the local application.

Keep in mind, that there is a possibility cell counts for enrollment data, specifically for special population students, may be small and should not be shared with public. The CLNA addresses that by giving two options for printing and saving the CLNA. They are the print option, which includes all the data in the CLNA or the Print for Public option. The Print for Public option excludes specific enrollment data. A screen shot of those options can be found below:

[Return](#) [Print](#) [Print for Public](#) [Submit](#)

LOCAL APPLICATION

Required Stakeholder Participants:

- Representatives of CTE programs, including teachers, counselors, administrators, paraprofessionals;
- Representatives of Post-Secondary CTE programs;
- Representatives from the North Dakota Workforce Development Council;
- Representatives of Business and Industry;
- Parents and Students;
- Representatives of Special Populations
- Representatives of local agencies serving out-of-school youth, homeless youth and at-risk youth;
- Representatives of Indian Tribes, if applicable;
- Local Economic Development and/or Chambers of Commerce.

Following is a screenshot from BRP where you will be able to list the required stakeholder participants.

Part 5: Required Stakeholder Participants [Perkins V Sec. 134(d)]

For guidance and additional information please refer to the [CLNA Instructions](#).
In conducting the comprehensive needs assessment... and developing the local application... an eligible recipient shall involve a diverse body of stakeholders, including, at a minimum (the following)

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

Type	Name	Organization/Title	Email/Contact Information	Action
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="button" value="Save"/>

Representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators

Type	Name	Organization/Title	Email/Contact Information	Action
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="button" value="Save"/>

Representatives of the state board or local workforce development boards and a range of local or regional businesses or industries

Type	Name	Organization/Title	Email/Contact Information	Action
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="button" value="Save"/>

Parents and students

Type	Name	Organization/Title	Email/Contact Information	Action
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="button" value="Save"/>

Representatives of special populations

Name	Organization/Title	Email/Contact Information	Action
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="button" value="Save"/>

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)

Type	Name	Organization/Title	Email/Contact Information	Action
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="button" value="Save"/>

Representatives of Indian Tribes and Tribal organizations in the State, where applicable

Name	Organization/Title	Email/Contact Information	Action
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="button" value="Save"/>

Any other stakeholders that the eligible agency may require the eligible recipient to consult

Name	Organization/Title	Email/Contact Information	Action
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="button" value="Save"/>

If you are a member of a Perkins Consortium, these discussions must occur at the Consortium level to determine how the funds can benefit all members of the consortium. Consortium meetings must occur on an annual basis to review local needs assessment, monitor progress in priorities, and determine funding. Every other year, consortiums must review updated member CLNA to determine consortium funding priorities. Consortium meeting minutes must be uploaded into BRP to be eligible for funding.

If no changes are made to the Comprehensive Local Needs Assessment, the only portion of the Local Application that needs to be updated annually is the Budget.

This will be uploaded on the BRP local application page:

Consortium Minutes:

Name Size Upload Date Action

Consortium Minutes

The required use of Perkins funds are as follows:

1. Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities and programs of study;
2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals;
3. Provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations;
4. Support integration of academic skills into career and technical education programs and programs of study;
5. Plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance;
6. Develop and implement evaluations of the activities carried out with funds, including evaluations necessary to complete the comprehensive needs assessment.

The next part of the CLNA may be the most difficult. It is time to review your findings and determine what steps to take. Likely there are considerably more issues and actions than can be addressed at this time; however, it is important to narrow the list of needs to a key set of actions that will have the greatest impact on:

- Closing performance gaps for special population groups;
- Improving program size, scope, and quality and ensuring labor market alignment;
- Improving program quality;
- Making sure you have the best and most diverse educators; and
- Removing barriers that reduce access and success.

In prioritizing areas of focus, go back to the notes from your discussions and consider more broad questions from each part such as:

- Part 1: Which performance areas are most problematic? For what student groups? What can be done to address those needs?
- Part 2: Which programs are strong and need to be supported to keep momentum? Which programs are struggling and need to be discontinued or reshaped to be of adequate size, scope, and quality? Are there specific components of program quality that present challenges across career areas?
- Part 3: Are programs adequately addressing current and emerging employer needs? Are your programs putting students on a career path that will allow them to earn a living wage when they become employed?
- Part 4: Are secondary, postsecondary, and support systems aligned to ensure students can move through the pathway without barriers or replication? Are credentials awarded to students of economic value to students and employers? Are Work Based Learning Opportunities available?
- Part 5: How can you recruit and retain effective teachers, counselors, and instructors?
- Part 6: Which subpopulations are struggling the most? Are there activities to undertake that would remove barriers right away? What are long term solutions to ensuring all subpopulations are successful?

These will be difficult discussions. The outcome of this final step will be to identify activities to fund in the coming two years. The leadership team will likely need to make some tough decisions about how to prioritize the need and design the action steps to be included in the Perkins Local Application. If your school district is a member of a Perkins Consortium, it is the responsibility of the Fiscal Agent to hold a meeting with all Consortium members to discuss the results of each CLNA and determine how to complete the local application. The local application is to be submitted by the fiscal agent.

Nine Elements of the Local Application

The following 9 elements need to be addressed in the Local Application:

1. Results of the Comprehensive Local Needs Assessment(s).
2. CTE Course offerings and activities to be funded by Perkins.
3. How are you collaborating with workforce agencies?
4. How are you improving academic and technical skills through the integration of academic and CTE programs?
5. How are you supporting special population and non-traditional students?
6. Describe the implementation and use of work-based learning opportunities
7. Describe how CTE postsecondary credit will be provided.
8. How are you coordinating with the state and higher education to recruit, retain and train faculty and staff?
9. How will you address enrollment gaps (as identified in the CLNA) among the special populations?

The required elements will be collected in BRP. Below is a screenshot of the local application section:

2020 Carl Perkins Local Application - AnySchool Perkins

For Review

Memo

Edit

Program Detail

Attachments:

Type	Name	Size	Upload Date	Action
<input type="radio"/>	Improvement Plan (if Applicable)			Add
<input type="radio"/>	Consortium Minutes			
<input type="radio"/>	Advisory Committee Minutes (Postsecondary Only)			
<input type="radio"/>	Advisory Committee (SFN 15256 - Postsecondary Only)			

Comprehensive Needs Assessment

Programs

Service Area / Program	Amount Requests	Amount Approved	Amount Reimbursed
Agriculture CK - Accounting IV	\$421.00	\$421.00	\$0.00
Family & Consumer Sciences - Family & Consumer Sciences	\$11,498.24	\$8,023.20	\$8,023.20
Totals	\$11,919.24	\$8,444.20	\$8,023.20

Complete Local Application

1. Summarize all CTE programs discussed in the Comprehensive Local Needs Assessment process:

2. Based on the results of the CLNA(s), which CTE course offerings and activities will be chosen for funding (must include a minimum of one CTE approved program of study):

2a. How will these course offerings and activities:

I. Promote continuous improvement in academic achievement and technical skill attainment:

Allocation Amount: \$0.00

History

Plan History

Payments

Date

Payment

Once the local application is submitted to the Department, the appropriate NDCTE staff will review the findings of the CLNA and the local application for alignment and approve, disapprove, or request additional information. Once approved, purchases and expenditures can be made.

Viewing Your Completed/Submitted CLNA

Once the CLNA is submitted, it can be retrieved in BRP by going into the appropriate plan year, e.g., 2020-21. Once you are in your district or consortium's plan year, click on the following in order to locate the CLNA:

- **Single Districts** – The CLNA is in your Perkins plan.

2020 Carl Perkins Local Application - AnySchool Perkins For Review

Memo

[Edit](#)

Program Detail

Attachments:

Type	Name	Size	Upload Date	Action
<input type="radio"/> Improvement Plan (if Applicable)				
<input type="radio"/> Consortium Minutes				
<input type="radio"/> Advisory Committee Minutes (Postsecondary Only)				
<input type="radio"/> Advisory Committee (SFN 15256 - Postsecondary Only)				

[Add](#)

[Comprehensive Needs Assessment](#)

[Complete Local Application](#)

Programs

Service Area / Program	Amount Requests	Amount Approved	Amount Reimbursed
Agriculture CK - Accounting IV	\$421.00	\$421.00	\$0.00
Family & Consumer Sciences - Family & Consumer Sciences	\$11,498.24	\$8,023.20	\$8,023.20
Totals	\$11,919.24	\$8,444.20	\$8,023.20

- **Consortiums** – The CLNA is in your State plan.

2020 Public School Agriculture CK - Agriculture For Review

Public School

Memo

[Edit](#)

Program Detail

Attachments:

Type	Name	Size	Upload Date	Action
Master Teacher Schedule	Schedule	505 KB	9/17/2019	Edit Delete
Other	Calendar of units	15 KB	11/12/2019	Edit Delete
Other	Contracts	1 MB	9/17/2019	Edit Delete
Other	Receipts	2 MB	11/12/2019	Edit Delete

☐ Advisory Committee Minutes ☐ Advisory Committee Minutes (Postsecondary Only)

☐ Contracts ☐ Course Outline ☐ Master Teacher Schedule

☐ MIS03 (Career Development Only) ☐ Summer Contract Verification ☐ Other

[Add](#)

[Comprehensive Needs Assessment](#)