**Comprehensive Local Needs Assessment (CLNA) - Returning Programs**

## **Submission requirements**

**The 2022 CLNA for returning programs is due to RIDE by 5pm EST on May 5, 2022. Please download and save this application, labeled as “LEA Name\_2022CLNA,” and then submit as a PDF to** **CTE@ride.ri.gov****.**

## **OVERVIEW**

The Strengthening Career and Technical Education for the 21st Century Act, otherwise known as Perkins V, was signed into law in July 2018. This legislation reauthorized the Carl D. Perkins Career and Technical Education Act of 2006 which governs the federal support for career and technical education (CTE). One of the most significant changes introduced in Perkins V is the new Comprehensive Local Needs Assessment (CLNA).The purpose of this year’s CLNA is to align planning, spending, and accountability activities under Perkins V to support high-quality CTE programs. Any gap areas identified through the development of the CLNA should directly align to the goals and action steps in the local Perkins V funding application.

Specifically, the legislation states, “To be eligible to receive financial assistance under this part, an eligible recipient shall — (A) conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application submitted under subsection (a); and (B) not less than once every 2 years, update such comprehensive local needs assessment.”

Secondary and postsecondary eligible recipients shall include the following steps in the process:

1. Organize groups of stakeholders

2. Analyze student and labor market data

3. Evaluate current CTE programs

4. Create goals and actionable strategies

During the summer of 2020, Rhode Island LEAs submitted their CLNAs for the first time. This guidance document and subsequent materials reflect revisions based on stakeholder feedback and emerging best practices. The goals of this CLNA are to be more user-friendly and less repetitious, offering LEAs a clear path to identifying their programs’ needs through data-driven decision-making that supports on-going improvement.

**In order to efficiently prepare to respond to this year’s CLNA, please make sure that you have:**

* **Local LEA program data** (including student concentrator information from school year 2020-21, disaggregated by subpopulation, program application, acceptance, and completion numbers/data)
* [Most recent Labor Market Information (LMI) from Department of Labor and Training (DLT)](https://www.ride.ri.gov/StudentsFamilies/EducationPrograms/CareerTechnicalEducation.aspx#12211763-ri-perkins-v-plan--comprehensive-local-needs-assessment)
* [Your LEA’s 2020 CLNA summary](https://www.ride.ri.gov/StudentsFamilies/EducationPrograms/CareerTechnicalEducation.aspx#12211763-rhode-island-perkins-v-plan) (if applicable)
* [CTE Industry-Specific Program Standards](https://www.ride.ri.gov/StudentsFamilies/EducationPrograms/CareerTechnicalEducation.aspx#12211720-cte-program-standards--regulations)

There are three key components to this year’s CLNA: Stakeholder Engagement, Data Collection, and Root Cause Analysis.

## *Stakeholder Engagement*

Identical to the 2020 CLNA, this year’s CLNA should be developed in partnership with a **diverse group of stakeholders**. The law specifies that, at a minimum, the following stakeholders should be included:

* CTE program representatives at the secondary and postsecondary levels, including teachers, faculty, administrators, career guidance and advisement professionals, and other staff
* State or local workforce development board representatives
* Representatives from a range of local businesses and industries
* Parents and students
* Representatives of special populations

## During the last CLNA, school closures due to COVID-19 necessitated that LEAs hold virtual meetings and conference calls to gather feedback. RIDE acknowledges that these unusual times called for innovative ways to gather, and that flexibility still applies. LEAs may want to review notes and insights from previous engagement meetings to determine the most effective approach this time around. Stakeholder engagement meetings do not have to occur all at once, nor does it have to include every stakeholder in a single meeting.

## *Data Collection*

As we know, a strong CLNA is based on data. Please use your local education agency data for concentrators (disaggregated by student subpopulation) to complete this year’s CLNA.

## *Root Cause Analysis*

A CLNA attempts to identify the underlying factors or “root causes” that explain why a performance gap exists. There are many protocols and frameworks for conducting a root cause analysis, all of which ultimately boil down to asking ***"why?"*** until useful responses stop coming or the solution falls outside of LEA control[[1]](#footnote-2). Engage stakeholders through this process, or a similar one, to examine data and gather feedback about root cause issues.

## **Needs Assessment Instructions**

Rhode Island CTE programs exist to provide all Rhode Island students with skills, experiences, and credentials that will propel their success in life and the workforce. The CLNA is a tool designed to **support LEAs through a process that will identify the underlying factors within a school or district’s control that explain any gaps in CTE programming, quality, and access.** Conclusions from this process will then inform local funding application expenditures. Each section includes short answer questions, please complete all questions. Additional resources can be found on the [CTE landing page](https://www.ride.ri.gov/StudentsFamilies/EducationPrograms/CareerTechnicalEducation.aspx), and RIDE will be hosting weekly office hours to support LEAs in completing their CLNA.

The 2022 CLNA is divided into the following sections:

1. [**Cover sheet:**](#_Cover_Sheet)
	1. Provide basic contact information for the individual completing the form, a list of the Perkins-funded, RIDE-approved CTE programs that currently operate in the LEA (and the corresponding CTE Board Standards), and information that outlines who participated in the CLNA process and when/where they did so.
2. [**Section 1: Reflections from 2020**](#_SECTION_1:_Reflections)
	1. If the LEA submitted a CLNA in 2020, they will be asked to reflect on progress to goals in this section.
3. [**Section 2: Student Performance**](#_SECTION_2:_Student)
	1. The extent to which students are currently achieving the necessary skills and indicators of readiness, both in aggregate and by subgroups.
4. [**Section 3: Labor Market Needs**](#_SECTION_3:_Labor)
	1. The skills and areas where students will find opportunities for success in the future.
5. [**Section 4: Student Access & Participation**](#_SECTION_4:_Student)
	1. The extent to which *all* students have access to and are accessing CTE.
6. [**Section 5: Program Scope & Alignment**](#_SECTION_5:_Program)
	1. The ability of current programs to prepare students for success.
7. [**Section 6: Educator Recruitment, Retention & Training**](#_SECTION_6:_Educator)
	1. The tools and experiences educators will require in order to prepare students for the opportunities of the future.
8. [**Section 7: Summary & Conclusions**](#_SECTION_7:_Summary)
	1. A summary of the findings that have surfaced as a result of the analysis, and the theory of action that will transform CTE programs in your community.

# **Cover Sheet**

1. LEA name:
2. Name of person completing CLNA:
3. Title of person completing CLNA:
4. Email of person completing CLNA:
5. Please complete the following tables:

**Table 1: Current CTE Programs and affiliated standards** (add rows as needed)

|  |  |
| --- | --- |
| **Current RIDE-approved CTE programs** | **Affiliated Standard** |
|  |  |
|  |  |
|  |  |
|  |  |

**Table 2: Stakeholder Engagement Tracker** (add rows as needed)

|  |  |  |
| --- | --- | --- |
| **Stakeholder Category (see above)** | **Organization/Company/Name** | **Date of Engagement**  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

1. LEA Signatures (must be CTE Program Director, Principal, or Superintendent):

LEA Representative Title Date

# [**SECTION 1: Reflections from 2020** *(only applicable for LEAs who submitted a CLNA in 2020)*](#_SECTION_1:_Reflections)

In this section, you will be asked to reflect upon the 2020 CLNA that your LEA completed to refine your vision for CTE in your LEA for the next two years. Please utilize your [CLNA Summary](#_2022_CLNA_Summary) to complete the following questions:

1. Recognizing that Covid-19 led to widespread interruptions in academic and CTE programming, how has your vision for CTE changed since 2020?
2. Using the following table, please copy/paste your LEA’s three SMART (specific, measurable, actionable, reasonable, and timebound) goals from the 2020 CLNA and provide a brief narrative about your progress.

|  |  |
| --- | --- |
| **SMART GOAL** | **Progress since 2020** *(250 word max)* |
|  |  |
|  |  |
|  |  |

1. Reflect on the successes and challenges of achieving the goals identified in the 2020 CLNA’s Conclusions.
2. Discuss how the LEA plans to integrate its ‘unfinished business’ from 2020 goals with your currently identified needs.

# **[SECTION 2: Student Performance](#_SECTION_2:_Student)**

*Key questions: How well are students performing? What can we do to increase performance across subgroups?*

Using your local LEA student subpopulation data from school year **2020-2021**, complete the following table (you will complete this table for all your Perkins-funded programs) and then answer the following questions:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Program name:**  | **Concentrators**  | **Credential completion rate** | **ELA Proficiency** | **Math Proficiency** |
| **Overall** |  |  |  |  |
| **Race/Ethnicity** |  |  |  |  |
| *American Indian/Alaskan Native* |  |  |  |  |
| *Asian* |  |  |  |  |
| *Black/African American* |  |  |  |  |
| *Hispanic/Latino* |  |  |  |  |
| *Two+ races* |  |  |  |  |
| *Native Hawaiian or Other Pacific Islander* |  |  |  |  |
| *White/Non-Hispanic* |  |  |  |  |
| *Unknown* |  |  |  |  |
| **Gender** |  |  |  |  |
| *Female* |  |  |  |  |
| *Male* |  |  |  |  |
| **504/IEP status** |  |  |  |  |
| *Yes* |  |  |  |  |
| **FRPL** |  |  |  |  |
| *Yes* |  |  |  |  |
| **MLL** |  |  |  |  |
| *Yes* |  |  |  |  |

***\*PLEASE NOTE: LEAs SHOULD USE THEIR LOCAL, INTERNAL DATA TO COMPLETE THIS CHART\****

1. Looking across all your subpopulation data, are there patterns in who is and who will earn industry-recognized credentials and who may not? Please identify and explain roots causes for these subgroup performance differences.
2. Looking across all your subpopulation data, are there patterns in who is and who is not proficient in Math and ELA? Please identify and explain roots causes for these subgroup performance differences.
3. Looking across all your subpopulation data, are there patterns in who is and who is not successfully completing your LEA’s CTE-specific academic coursework based on the program’s [approved standard?](https://www.ride.ri.gov/StudentsFamilies/EducationPrograms/CareerTechnicalEducation.aspx#12211720-cte-program-standards--regulations)  Please identify and explain roots causes for these subgroup performance differences.
4. Looking across all your subpopulation data, are there patterns in who is and who is not successfully completing advanced coursework (Dual, Concurrent, and AP)? Please identify and explain roots causes for these subgroup differences.
5. Identify which student subpopulations (race/ethnicity, gender, FRPL, 504/IEP, MLL) are over or under-represented in any of your programs, and explain these trends. Does student participation match the overall demographics of your school?
6. Are there any identifiable gaps in the existing programming that may prevent students from completing the requirements of each [standard](https://www.ride.ri.gov/StudentsFamilies/EducationPrograms/CareerTechnicalEducation.aspx#12211720-cte-program-standards--regulations)?

A summary of these findings will be required in the [CLNA Summary](#_2022_CLNA_Summary).

# **[SECTION 3: Labor Market Alignment](#_SECTION_3:_Labor)**

*Key questions: How well are programs aligned with state, regional and local workforce and career needs?*

Using the DLT’s most recent [LMI dataset](https://www.ride.ri.gov/StudentsFamilies/EducationPrograms/CareerTechnicalEducation.aspx#12211763-ri-perkins-v-plan--comprehensive-local-needs-assessment), please complete the following table for all Perkins-funded programs, and then answer the following questions:

|  |  |  |
| --- | --- | --- |
| **Program name:**  | **Median wage:**  | **RI-specific openings:**  |
|  |  |  |
|  |  |  |

1. How does your LEA communicate LMI data points to students and families when recruiting and serving students?
2. Is there a need for new or expanded CTE programming to meet existing industry/occupational demand that your LEA might consider addressing? Please explain.
3. Does your school offer programs meeting other needs not identified by [RI’s Labor Market information?](https://www.ride.ri.gov/StudentsFamilies/EducationPrograms/CareerTechnicalEducation.aspx#12211763-ri-perkins-v-plan--comprehensive-local-needs-assessment) Please explain.
4. Does your school offer CTE programs aligned with industries and/or occupations with weak or non-existent demand? What are those programs? How does your LEA plan to address this discrepancy? Please explain.

A summary of these findings will be required in the [CLNA Summary.](#_2022_CLNA_Summary)

# **[SECTION 4: Student Access & Participation](#_SECTION_4:_Student)**

*Key question: does your LEA ensure that all students have access to and support in CTE programs?*

Please use LEA localized data (including program application, acceptance, and program completion numbers) to answer the following questions:

1. Are all student subgroups applying to or entering CTE programs proportionately to the school population?
2. What efforts have been made to recruit and retain a diverse student population of learners into your programs?
3. What supports do you have in place to ensure students successfully complete a CTE program of study?
4. To what extent are there barriers that limit special population groups from accessing school’s CTE programs, either in general, or by specific program?
5. Which programs were most impacted by Covid-19? How is your LEA supporting students to make up gaps in learning and/or experience?
6. When students from out of district apply to your programs, are certain student subgroups more or less represented in who applies?
7. How are students in your LEA’s middle school utilizing their [Individual Learning Plans](https://www.ride.ri.gov/StudentsFamilies/EducationPrograms/SchoolCounseling.aspx#16611424-individual-learning-plans) and school counselors to determine whether or not a CTE program is good fit?
8. Are your CTE programs connected to your LEA’s middle school career exploration programs? If so, please describe which ones and how, and if not, what is your plan to remedy this?

A summary of these findings will be required in the [CLNA Summary.](#_2022_CLNA_Summary)

# **[SECTION 5: Program Scope & Alignment](#_SECTION_5:_Program)**

*Key questions: are our current programs able to meet the needs of students to enter high wage, high demand career opportunities?*

Please use the [CTE Industry-Specific Program Standards](https://www.ride.ri.gov/Portals/0/Uploads/Documents/CTE/Website%20materials%202021/FINAL_CTEBOT_Standards_110221.pdf?ver=2021-11-03-083713-710) and the [RI CTEBOT Work-Based Learning Criteria and Resources](https://www.ride.ri.gov/Portals/0/Uploads/Documents/CTE/Website%20materials%202021/RI%20CTEBOT%20Work-Based%20Learning%20Criteria%20and%20Resources%20%283%29%20%281%29.pdf?ver=2021-09-27-170429-490) to answer the following questions:

1. In anticipation of the CTE program audit, which of your programs are not currently meeting the expectations of the full [standard](https://www.ride.ri.gov/StudentsFamilies/EducationPrograms/CareerTechnicalEducation.aspx#12211720-cte-program-standards--regulations) for which they were approved? Please identify the program(s) and explain your plan to correct this.
2. How do the academic courses, CTE courses, and industry credential requirements in each program build from basic knowledge and skills to more complex knowledge and skills?
3. Is the technical content of programs sufficiently rigorous? How do you validate this?
4. Please complete the following table to identify what work-based learning (WBL) experiences (industry projects, service learning, internships, apprenticeships and/or school-based enterprises) are required within each of your programs, and provide a brief description.

|  |  |  |
| --- | --- | --- |
| **Program Name** | **WBL Type** | **Brief Description** |
|  |  |  |
|  |  |  |

1. Identify which student subpopulations (race/ethnicity, gender, FRPL, 504/IEP, MLL) are successfully completing the minimum 80-hour WBL requirement, and explain these trends.
2. How are these WBL experiences sufficiently preparing students for their eventual career?

A summary of these findings will be required in the [CLNA Summary.](#_2022_CLNA_Summary)

# **[SECTION 6: Educator Recruitment, Retention & Training](#_SECTION_6:_Educator)**

*Key questions: how can we improve recruitment, retention, and training of CTE teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions?*

Using [CTE teacher certification requirements](https://www.ride.ri.gov/StudentsFamilies/EducationPrograms/CareerTechnicalEducation.aspx#12211324-cte-teacher-certification), the [RIDE eCert](http://ecert.ride.ri.gov/public/) portal, and local data sources (i.e. LEA Professional Learning Plan, teacher Professional Learning Units, surveys, professional development calendar, etc.), answer the following questions:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CTE Teacher Name** | **RIDE Certification Name** | **RIDE Certification Type (Full or Emergency)** | **RIDE Certification Number** | **Industry Recognized Certification (Ex: PLTW, Print-Ed, etc.)** | **Notes (E.g. close to retirement, has signaled interest in leaving the LEA, etc.)**  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
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1. What specific professional learning opportunities are offered by your LEA for CTE staff and how often do you offer them?
2. Outside of LEA-sponsored PD, what are teachers in your LEA doing to stay current within the industry that they teach?
3. Please describe your talent management system including what processes and strategies are in place to recruit, induct, and retain faculty and staff. Are these processes and strategies efficient and effective, especially for instructors coming from industry? How do you know?
4. Does your staff/faculty reflect the demographic makeup of your student body? If not, what steps are you taking to ensure staff/faculty begin to reflect the demographic makeup of your student body?
5. What are the current barriers to hiring qualified staff and faculty?
6. When educators leave employment from your LEA, what is the process to determine their reasons for departure? What are the patterns that you’ve seen? How do you plan to address this?

A summary of these findings will be required in the [CLNA Summary.](#_2022_CLNA_Summary)

# **[SECTION 7: Summary and Conclusions](#_SECTION_7:_Summary)**

Now that you have reflected on your 2020 CLNA, engaged stakeholders, examined current data, and discussed the underlying factors that explain any gaps and/or highlights in current programs (root cause analysis) please complete the following summary table:

|  |
| --- |
| **2022 CLNA Summary** |
|  | **Salient Findings from your Analysis***(250-word max for each section below)* |
| [Reflections from 2020 (if applicable)](#_SECTION_1:_Reflections) |  |
| [Student Performance](#_SECTION_2:_Student) |  |
| [Labor Market Alignment](#_SECTION_3:_Labor) |  |
| [Student Access & Participation](#_SECTION_4:_Student) |  |
| [Program Scope & Alignment](#_SECTION_5:_Program) |  |
| [Teacher Recruitment, Retention & Training](#_SECTION_6:_Educator) |  |

1. Based on your observations of the data and determination of root causes of those observations from each component, what conclusions are you drawing about the needs of your current program? Which programs are the strongest? Which need to be transformed or retired? What feedback and/or data provided the most “food for thought”?
2. Given your findings, please outline your top three 2022 CLNA SMART goals in the following table, and please include your top strategy to achieve each goal:

|  |  |
| --- | --- |
| **SMART Goal #1** |  |
| *Goal #1 Strategy* |  |
| **SMART Goal #2** |  |
| *Goal #2 Strategy* |  |
| **SMART Goal #3** |  |
| *Goal #3 Strategy* |  |

1. Is there anything else that you’d like the CTE community to understand about your programs, your LEA’s vision for CTE, and/or your plans for the next two years?
1. [*Mindtools.com*](https://www.mindtools.com/pages/article/newTMC_5W.htm) [↑](#footnote-ref-2)