



# STATE OF NEW JERSEY DEPARTMENT OF EDUCATION

## **The New Jersey Comprehensive Local Needs Assessment Guide and Template**

**Strengthening Career and Technical Education for the 21st  
Century Act  
(Perkins V)**

**Draft**

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# Part One: The Requirement

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This working guide provides New Jersey Perkins grantees context on how to conduct the Comprehensive Local Needs Assessment (CLNA). It aims to translate the language of the law into concrete, actionable steps for conducting a rigorous CLNA that meets the Strengthening Career and Technical Education (CTE) for the 21st Century Act (Perkins V) requirements to collectively assist districts to meet the CTE needs of all New Jersey students.

## CLNA Under Perkins V

The most notable change introduced in Perkins V, is the requirement that each grantee complete a CLNA related to career and technical education. Specifically, the law states:

“To be eligible to receive financial assistance under this part, an eligible recipient shall—(A) conduct a CLNA related to career and technical education and include the results of the CLNA in the local application submitted under subsection (a); and (B) not less than once every 2 years, update such CLNA.” SEC134(c)

## The Six Key Elements of the CLNA

The collaborative nature of this data-driven CLNA offers an opportunity to engage stakeholders to develop a common understanding and vision for the future of CTE within a community. The CLNA requires grantees to evaluate, in consultation with a wide range of stakeholders, how the school institution’s CTE programs serve the community in several areas.

### Element One:

Student Performance

### Element Two:

CTE Program Alignment  
to Labor Market

### Element Three:

CTE Program  
Size, Scope and Quality

### Element Four:

CTE Program  
Implementation

### Element Five:

CTE Program  
Professionals, Recruitment,  
Retention and Development

### Element Six:

CTE Program  
Access and Equity



Each of the six key elements must be dissected independently, but all findings must ultimately be synthesized in a cohesive CLNA. This working guide offers a sampling of tools and resources to support the analysis of each area; these may be utilized or revised by the teams during the analysis process.

The CLNA is a platform to engage stakeholders in setting a future vision for addressing the needs uncovered through thoughtful analysis, including the difficult decisions such as deciding which CTE programs and activities to prioritize for funding in the institution's Perkins V local application. An important consideration during this process is that needs emerge from data, not sentiments or wants.

The process begins with analyzing data about students, educators, CTE programs, as well as the local, state and regional labor market. Studying trends and patterns in the data will ultimately result in the identification of needs. These needs are explored to understand root causes that contribute to their presence. Once each area of the CLNA has been conducted and findings generated, teams must merge these separate analyses into one comprehensive set of findings. Prioritize the key elements of focus and consider the CTE program areas that require the greatest attention because of your findings.

### **Why Require a CLNA?**

The CLNA has the potential to be a valuable tool that drives planning for program development and spending decisions. This is a chance to take an in- depth look at local and regional CTE systems and identify areas where targeted growth can lead to increased opportunities and access, especially for underserved populations. The CLNA, 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 community.

### **The Rationale and Benefits for Conducting a CLNA**

Perkins V intends to expand access to high quality CTE programs to all students and to remove existing barriers. When the CLNA is complete, stakeholders will have a set of findings that paints an accurate picture of local CTE programs and the students currently being served. This creates a powerful opportunity to:

- Create a replicable pattern of engagement with key stakeholders that promotes robust discussion around the quality and impact of CTE programs and systems.
- Build on and align with, other process improvement efforts [Every Student Succeeds Act (ESSA), Workforce Innovation and Opportunity Act (WIOA) planning and others].
- Support the redirection of resources towards CTE programs that lead to high-skill, high-wage, or in-demand industry sectors or occupations.
- Ensure CTE programs are aligned with state, regional and local workforce needs and economic priorities. Determine key strategies that address identified student needs in a meaningful way.
- Establish priorities for the Perkins budget.
- Ensure that CTE programs are serving all learners equitably.



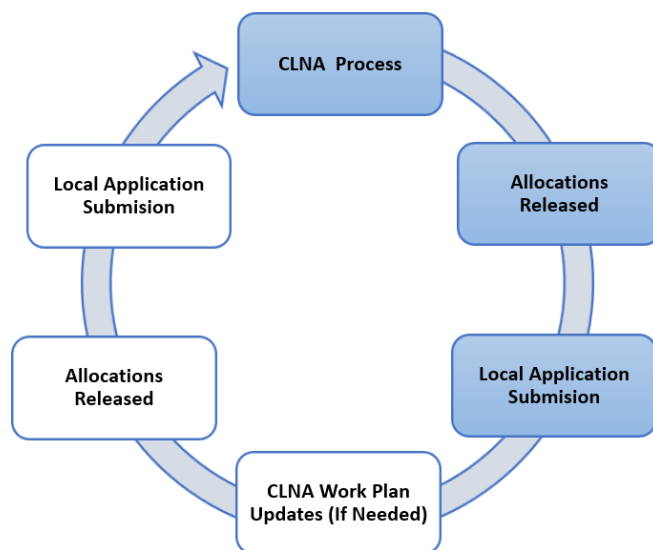
Ultimately, the local CLNA process is about helping grantees make a formal shift from merely collecting and reporting information to using information strategically to drive decisions about CTE programs that build pathways to postsecondary success for all students and meet the needs of employers and the community.

**The importance of the CLNA cannot be understated; it is the foundation of Perkins V implementation at the local level and will drive development of each local application and all CTE future spending decisions.**

### How Often Do You Conduct a CLNA?

The law requires grantees to conduct a CLNA every two years, with work plan updates in the interim. The CLNA must be completed prior to the completion of the local application. In the diagram below, note that the CLNA spans a two-year timeframe with annual budget requests and updates in the second year.

The two-year process begins with the first three steps in 2019-2020 that are to conduct the comprehensive local needs assessment, the release of the allocations and the local application submission. The next three steps are done in the 2020-2021 school year and are to make CLNA work plan updates (if needed), the release of allocations and the local application submission. Holistically, the CLNA should be part of an ongoing Perkins performance management cycle.



### The CLNA and Its Connection to the Local Application

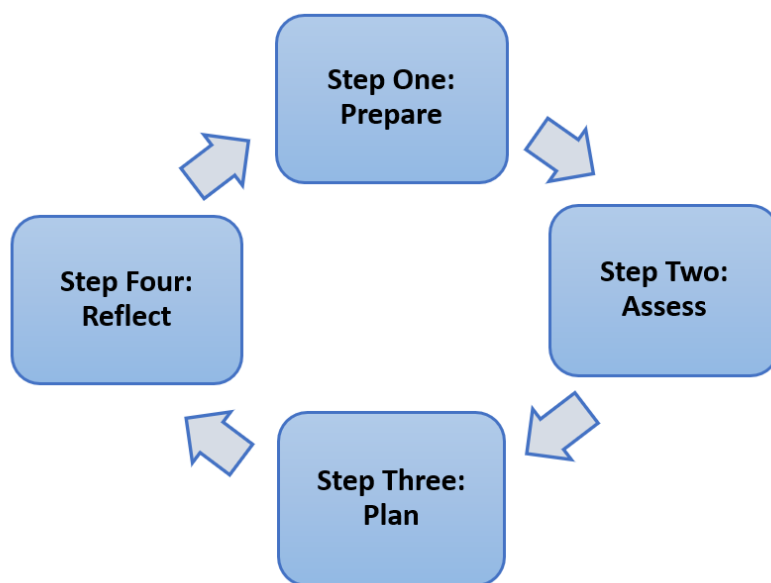
The law's intended purpose for the CLNA is to foster and support data-driven decision-making and more aligned planning, spending and accountability. The results of the CLNA must form the foundation of the local application and drive spending decisions. There should be a clear connection between the strengths and challenges identified in the CLNA and the strategies and activities outlined in the local application.



## Part Two: Conducting the Comprehensive Local Needs Assessment (CLNA)

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This section of the guide offers suggestions on materials and data to review, stakeholders to consult and questions to ask to further your analysis. This guide will translate language in Perkins V related to the CLNA into meaningful action steps: Prepare, Assess, Plan and Reflect.



The four steps are applied to an assessment of the six key elements of the New Jersey CLNA (and as outlined in the law).

### Step One: Prepare

- Develop a project plan
- Collaborate with local, county and regional stakeholders to form partnerships
- Gather data

A successful CLNA leads to actionable priorities and meaningful, long-term change. Achieving these results requires meaningful engagement of concerned stakeholders to conduct this process. Keep in mind that the CLNA can be regional in nature, combining efforts of more than one stakeholder group. This may prevent duplication of effort and impact the makeup of your CLNA team and what stakeholders are consulted.

### Develop a project plan

A well-thought out project plan will help to ensure objectives and timelines are met. One task would be assembling a core team, who are responsible for planning the completion of the CLNA, gathering data, analyzing the CLNA results and finalizing the project plan. The core team should consist of



institution leaders, CTE program administrators, school/institution testing and data managers, industry partners, CTE advisory board members, instructional technology director for the institution, guidance counselors, curriculum directors, director of special education services, family members and other key staff and stakeholders. Collaborating with stakeholders to complete the CLNA will take time.

The core team's work may begin in November 2019 with the CLNA results submitted with the 2020-2021 local Perkins application in spring 2020. In the spring of 2020, data and findings from the CLNA will be a component of the Perkins application which will be used to justify the CTE programmatic and spending decisions. It is encouraged that grantees create a CLNA action plan and during this period complete their CLNA with the understanding that it may take several work sessions to complete.

This document is a guide for the core leadership team in each institution. Each institution is expected to develop a plan that includes several steps to complete the CLNA. The collaborative nature of developing a plan leads the core leadership team to:

- Examine trends in CTE programs in one comprehensive document.
- Promote conversations regarding CTE programs: efficacy in relation to student and staff performance, alignment to labor market needs, implementation, as well as access and equity.
- Encourage actions to improve CTE programs.

**Below are steps to consider in developing the project plan.**

#### **Determine the breadth of the work**

The core leadership team should identify the person(s) responsible to:

- Create tasks needed to create a plan to conduct the CLNA.
- Ensure at least one person from the core team is assigned to oversee and be responsible for the completion of each task.
- Schedule meetings for various groups, communicate with partners and the larger community and collect their input (see below for additional considerations).
- Gather needed materials, i.e., CTE programmatic information, research reports, data.
- Document every step of the process and compile information.
- Determine the key decision points needed to complete the CLNA.

This is also an opportunity to determine if additional people should be part of the core leadership team.

#### **Create a timeline**

- Working backward from April 2020, create a timeline with deadlines for individual activities related to the process. A sample timeline is below.
- Create a separate timeline for each part of the plan that supports the work moving forward to meet the required deadline.



## **Sample timeline**

### **Early Fall**

- Identify stakeholders and methods of stakeholder engagement
- Set dates and locations for internal/external meetings
- Identify CLNA leadership team
- Identify data sets needed and determine how to obtain them

### **September 2019 thru November 2019**

- Compile data for review
- Create data visualization tools
- Develop stakeholder outreach communications e.g. email invites, correspondence, website

### **December 2019**

- Identify discussion questions for stakeholder groups
- Meet and obtain input from stakeholder groups
- Analyze data to find gaps and determine root causes of gaps
- Identify strengths, weaknesses and needs

### **January 2020**

- Compile feedback
- Determine priorities
- Share plan with stakeholders for feedback

### **February 2020**

- Adjust plan

### **March 2020**

- Format CLNA results
- Develop plan to align CLNA results with the application

### **April 2020**

- Submit Application in NJDOE's Electronic Web-Enabled Grants (EWEG) system

## **Collaborate with local, county and regional stakeholders to form partnerships**

Institutions should consider seeking county/regional input before conducting the CLNA. With county/regional support, CTE institutions can build county-wide partnerships, through a collaborative model, to strengthen and enhance CTE programming providing equitable access to CTE. Collaborating with institutions within the county or region considers the entire landscape and how each institution's offerings can be improved to serve all students. Additionally, involving industry sectors or occupations from the onset of the conversations will help reflect on the local market information provided by New Jersey Department of Labor and Workforce Development (LWD).

This meaningful, collaborative opportunity among secondary and postsecondary CTE institution leaders (with representatives from industry sectors or occupations) is beneficial to all stakeholders. Consortia meetings can reduce the burden on employers who are often approached by multiple institutions at the same time for support. These discussions will help to leverage partnerships and gather information from people with limited time but high interest in the work. It is anticipated that through these meetings, each stakeholder group will develop a collaborative vision for CTE, build





relationships among partners, conduct data analysis and set actionable goals related to increasing CTE opportunities for students.

Consultation with “a diverse body of stakeholders” is critical to ensuring a rigorous and meaningful CLNA process. Please keep in mind that not all the required stakeholders are familiar with CTE programs. However, diverse stakeholder involvement is critical to identify CTE program priorities as well as gaps and barriers to participation. This approach leads to buy-in and support by giving a voice to each person.

Below is the exact wording of the Perkins V legislation guidance on the diverse body of stakeholders needed to conduct the CLNA.

“In conducting the CLNA under subsection and developing the local application described in subsection, an eligible recipient shall involve a diverse body of stakeholders, including, at a minimum—

- (1) representatives of career and technical education CTE programs in a local educational agency or educational service agency, including educators, career guidance and academic counselors, principals and other school leaders, administrators and specialized instructional support personnel and paraprofessionals;
- (2) representatives of career and technical education CTE programs at postsecondary educational institutions, including faculty and administrators;
- (3) representatives of the State board or local workforce development boards and a range of local or regional businesses or industries;
- (4) parents and students;
- (5) representatives of student groups;
- (6) 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);
- (7) representatives of Indian Tribes and Tribal organizations in the State, where applicable; and
- (8) any other stakeholders that the eligible agency may require the eligible recipient to consult.” SEC134(b)

To increase the number of students participating in work-based learning experiences, institutions are also asked to consult with representatives of local or regional work-based learning CTE programs. This includes current or potential employers, local coordinators of structured learning experiences/work-based learning CTE programs, as well as those engaged in pre-apprenticeship CTE programs, internship, co-op, or other locally developed CTE programs.

The existing relationships with individuals and organizations through industry advisory boards, sector partnerships, community groups, parent/educator associations and other structures are starting points. Add new partners to fill gaps in expertise and ensure appropriate breadth and depth of representation among those impacted by CTE. For example, the local Chamber of Commerce or workforce development board, are resources for industry sectors or occupations with labor market



demand. Build diverse partnerships for stronger career pathways among education, workforce and community leaders. Throughout this working guide, suggested stakeholders to consult are identified, who may help identify CTE program priorities as well as gaps and barriers to participation.

### **Gather data**

Each institution will be given a CTE Data Profile that consists of data reports on CTE program indicators and labor market information.

The labor market data is for the state and county; secondary student and school staff data is submitted by each institution through the New Jersey Standards Measurement and Resource for Teaching (NJ SMART) data collections; and postsecondary student data through Homeroom data collections. The data is collected at the student-level. Working with staff who are familiar with the data may help to identify trends and patterns. In addition to the data noted, additional data will be needed. Included in this working guide are suggestions for *Materials to Review* that can help identify CTE program priorities as well as gaps and barriers to participation.

NJDOE has applied data privacy rules throughout the reports to protect student privacy under the federal Family Educational Rights Privacy Act (FERPA). Symbols used throughout the reports are:

- An (") indicates that data was available for too few students to report the given information, or the data represents a small percentage of students. There may be some additional cases where the data was kept private because the data could be used to potentially identify individual students.
- A 'N' indicates that no data was available to report. This happens when there are no students enrolled in a student group or if no data was submitted by the institution.

**The CTE Data Profile is maintained on a secure website application and is for institution use only - they are not for public release.**

In addition to the CTE Data Profile, it is recommended that the analysis of local data be converted into comprehensive reports for stakeholder discussions about the process and plan. The goal is to present and examine data to identify significant differences in performance between student groups and across CTE programs.

Consider how the data will be collected and analyzed, and who is needed for this to occur efficiently and effectively. Consider the information to be reported and how it will look in a report or when presented. Please note that the presentation must be accessible to a wider audience. You may want to consider data visualization tools to help. Factors such as readability, language, visual, communicative and auditory needs must be considered. Varied ways to see, hear and receive comments must be established. Simple language accompanied by easy-to-understand charts, pictures, or graphs will support this step of the planning. After presenting the findings, engage people in identifying gaps, ask them to discuss possible root causes through careful analysis, and collectively strategize how to address gaps in new and innovative ways.



## Step Two: Assess

- Meet with stakeholder groups to review and discuss data
- Conduct a root cause analysis

### Meet with stakeholder groups to review and discuss data

The purpose of the CLNA is to use data to drive decision-making. If completed with fidelity, it will become a regular part of your overall CTE program improvement cycles—not merely an additional activity every two years. As stated in Step One, the CLNA can be regional in nature, combining efforts of more than one stakeholder group. This approach is especially important when reviewing the number of students, disaggregated by student subgroups, having access to CTE programs.

When reviewing and discussing the data, the core team should consider the following:

- Start with the CTE Data Profile to limit the amount of data for review.
- Present all other data in user-friendly formats such as tables, charts and graphics.
- Share the data in advance so stakeholders have more time to review.
- Share the Guidance to Assess the Six Key Elements in the appendix to ensure a structured discussion.
- Look for patterns. Only after examining the data do patterns become apparent, whether surprising, expected, or repeated.
- Determine if patterns are strengths or challenges.

### Conduct a root cause analysis

Root cause analysis can be used to determine the primary reason for the challenges. The root cause is the deepest underlying cause(s) of positive or negative symptoms within any process that, if resolved, would eliminate or substantially reduce the symptom. Root cause analysis addresses the problem (for example: weak demonstration of an effective professional practice), rather than the symptom (for example: low student achievement) eliminates wasted effort, conserves resources and informs strategy selection.

Please note - Cause is logical, makes sense and provides clarity to the problem. Cause is something you can influence and control. If cause is resolved, there is realistic potential that the problem can be reduced or prevented in the future.

A root cause template, [5 Whys tool \(https://tinyurl.com/pd67v7t\)](https://tinyurl.com/pd67v7t), is helpful to reveal possible root causes for identified problems.

## Step Three: Plan

- Set priorities based on findings
- Guidance to set priorities for your local application
- Communicate priorities

### Set priorities based on findings

To conclude your CLNA process, you will have to merge the separate analyses on the six key



elements into one set of findings and engage stakeholders in setting a future vision for addressing these needs, including deciding which CTE programs and activities to prioritize for funding in your Perkins V local application.

This prioritization should consider the six required uses of funds for local recipients in Perkins V, including the many options listed within those required uses. In addition, NJDOE requires submission of the completed CLNA results for presenting findings as part of the local application process. Utilize the Strategies/ Action Steps workspace in the CLNA Summary Form (Appendix D) and CLNA Action Plan Components Form (Appendix E) for documenting your actions and decisions.

The answers to the questions your stakeholder groups asked during each stage of the CLNA process should help you identify the most pressing needs of your local CTE system, including the needs of both students and local employers. The local application offers an opportunity for you to determine how best to address those needs through Perkins, and more broadly, how to shape your CTE program offerings and supports over the next four years.

**Tough decisions may be made about which needs to prioritize, and which solutions will best meet identified needs, bearing in mind the full spectrum of information you uncovered, current research on evidence-based practices and the context of your stakeholder group.**

The [What Works Clearinghouse \(https://ies.ed.gov/ncee/wwc/\)](https://ies.ed.gov/ncee/wwc/), sponsored by the U.S. Department of Education, contains resources to support the use of data and research in education decision making. Perkins funding must be spent on activities that meet needs identified in the CLNA, but there is no expectation that you will be able to meet all the identified needs within a four-year period, and certainly not within your initial budget year. In prioritizing the key elements, think about the CTE program areas that need the greatest attention, areas where alternative funding sources are not available, or areas that will have the greatest impact on student achievement.

As you work to identify your findings, priorities and action steps, it is important that you carefully consider your areas of greatest need and your Perkins budget. The CLNA Summary Form (Appendix D) and CLNA Action Plan Components Form (Appendix E) provides the framework for documenting your findings and proposed strategies. Below is a list of all the forms required for submission with your local application:

- Appendix A: Chief Institution Administrator Certification Form
- Appendix B: CLNA Stakeholder Group Form
- Appendix C: CLNA Stakeholder Meeting Form
- Appendix D: CLNA Summary Form
- Appendix E: CLNA Action Plan Components Form

### **Guidance to set priorities for your local application**

Here are a few overarching questions you may want to consider when setting priorities for your



local plan:

- What are your strengths and challenges related to providing career exploration and career development activities for students? Which evidence-based strategies can help you address your needs?
- Which professional development needs are most pressing? Which strategies will be used to support educators over the next four years to ensure your CTE programmatic and performance goals can be met?
- Do your CTE programs provide students with the skills needed to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations?
- Do your CTE programs effectively integrate academic skills into CTE programs and Programs of Study?
- How do you support students with increasing achievement on the local levels of performance?
- How effective are your evaluations in supporting continuous improvement in your CTE programs? Do you leverage evaluation processes from other programs or school wide efforts?

**The CLNA is the driving force behind your work plan, your resource utilization, your budget, and the priorities of all your general work and compliance requirements.**

### **Communicate priorities**

Now that you have identified student performance indicators and CTE programs with the most pressing needs, it's essential to convey those priorities to your stakeholder groups. This ensures stakeholders know the results of the CLNA and meet ongoing consultation requirements in the law. Perkins V law specifically states that eligible recipients of funds shall consult with stakeholders on an ongoing basis as determined by the eligible agency.

This may include consultation to:

- Provide input on annual updates to the CLNA
- Ensure CTE programs of study are:
  - Aligned with employment priorities
  - Informed by labor market information
  - Designed to meet labor market projections
  - Allow employer input
- Identify and encourage opportunities for work-based learning
- Ensure funding is used in a coordinated manner with other local resources

Communicate results of the CLNA to leadership and other stakeholders at all levels. Understanding of and support for these priorities is essential to successful implementation.

### **Who Needs to Know the CLNA Results?**

- Leadership at the secondary and postsecondary institutions
- Stakeholder groups involved in the CLNA work



### **What Do They Need to Know?**

- Priorities identified in the CLNA
- The relationship between the CLNA and ongoing progress on stakeholder group activities

### **Step Four: Reflect**

- Evaluate Your CLNA Process

#### **Evaluate your CLNA process**

The process is not complete until an evaluation is conducted. Take the necessary steps to complete a thorough self- assessment of the CLNA process that was used. Be sure to request feedback from your work team and process stakeholders and document results of your evaluation.

#### **Key Questions to Consider:**

- What went well in your CLNA process?
- What could have been done differently to achieve better results?
- What was the level of support of the work team members/stakeholders?
- What individuals or groups could have participated as stakeholders, but did not?
- Why didn't they participate? What future steps will you take to engage them?
- What were the challenges faced during the CLNA?
- What can be done to mitigate these challenges during the next CLNA?
- What resources were not available? Why?
- What resistance did you experience during the process?
- What feedback, both positive and constructive, did you receive from those who were involved in the CLNA, including stakeholders and work team members?
- On what established schedule will your team continue to meet and work together?
- How will you demonstrate collective commitment to ongoing engagement?



## Part Three: Acknowledgements

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### Stakeholder Acknowledgement

Be sure to thank those who supported the Comprehensive Local Needs Assessment (CLNA). Follow up with these individuals/groups to obtain their feedback on the CLNA process. Document feedback received and develop a strategy and action plan to address issues or areas for improvement.

Extending thanks is powerful but transitory. Showing appreciation happens over time, which means staying in touch is important. Consider setting up an alert on the individual's name, company name, or topics of interest. Then, you can periodically reconnect with someone to offer congratulations, information about new CTE programs, new competitors, industry sectors or occupation trends, etc. This turns a generic "thinking of you" into a much more meaningful "I immediately thought of you when I saw this." These efforts build the relationships necessary to continuously improve our work.

### Works Consulted

[A Guide for State Leaders: Maximizing Perkins V's CLNA & Local Application to Drive Quality and Equity in CTE](#)

This guide from Advance CTE provides a summary, analysis and guidance for each major component of the CLNA and the decisions states can be making now to support a robust CLNA process that aligns with the state's overall vision for CTE.

[A Guide for Local Leaders: Maximizing Perkins V's CLNA & Local Application to Drive Equality in CTE](#)

This guide from ACTE provides an overview and guidance for the CLNA so that local leaders can utilize it as a tool for CTE program improvement.

[A Guide for Public Participation: Tools to Generate and Obtain Public Input](#)

This toolkit from the United States Environmental Protection Agency provides several methods of gathering and documenting stakeholder feedback.

[Policy Benchmark Tool: CTE Program of Study Approval](#)

This guide from Advance CTE provides a tool for policy evaluation. An effective process for setting priorities is modeled in this guide.



## Part Four: Appendices

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### Appendix A: Guidance to Assess the Six Key Elements

The following sections translate language in the Perkins V legislation into meaningful action items at the institution level that includes suggestions on the specific data and resources to review, additional stakeholders to consult and specific questions to assist in data analysis. This working guide offers a myriad of action items and questions to assist and guide the core leadership team through the process.

While the recommended steps of the Comprehensive Local Needs Assessment (CLNA) process may be the same for all institutions, the data, resources, stakeholders, and level of analysis may be different among schools. Conducting the CLNA supports all institutions in using the information strategically, beyond compliance, to drive decisions that ultimately improve access to and the quality of the CTE programs in New Jersey.

The CLNA as outlined in the law features six key elements. Please note that no one area is weighted more heavily than the other in the law. To meet both state and federal requirements, an institution's CLNA must adequately address all categories and six focus areas.

#### Guidance to Assess Element One: Student Performance

The Perkins V legislation requires the evaluation of student performance on federal accountability measures both in the aggregate and disaggregate by all student groups as defined in Perkins V:

##### **What does the law say?**

"Section 134(c)(2)(A) (A) An evaluation of the performance of the students served by the eligible recipient with respect to State determined and local levels of performance established pursuant to section 113, including an evaluation of performance for student groups and each subgroup described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965."

##### **What does the law mean?**

The comprehensive local needs assessment must contain an evaluation of CTE concentrators' performance on the core performance indicators. While eligible recipients already are required to do this as part of their local plans under Perkins IV, the evaluation now must at a minimum include a performance analysis of all student groups (as defined in ESSA).

Perkins V requires data for student groups that is defined as:

- Gender (secondary and postsecondary)
- Race and Ethnicity (secondary and postsecondary)
- Individuals from economically disadvantaged families, including low-income youth and adults (secondary and postsecondary)





- Individuals with disabilities (secondary and postsecondary)
- English learners (secondary and postsecondary)
- Homeless individuals (secondary)
- Youth who are in, or who have aged out of the foster care system (secondary)
- Youth with a parent who is on active duty in the military (secondary)
- Migrant status (secondary)
- Single parents, including single pregnant women (secondary and postsecondary)
- In the existing student performance indicators for the transition year from school year (SY) 2015-16, SY 2016-17 and SY 2017-18 includes information on:
  - ELA Proficiency (secondary)
  - Math Proficiency (secondary)
  - Science Proficiency (No data is available for the SY 2017-18) (secondary)
  - 4-Year Graduation Rate (secondary)
  - Retention/Placement (postsecondary)
  - Technical Skill Attainment (TSA) (secondary)
  - Postsecondary Credential (secondary and postsecondary)
  - Postsecondary Credits (No data is available for the SY2017-18) (secondary)
  - Work-Based Learning (secondary)
  - Individuals preparing for nontraditional fields (secondary and postsecondary)

## **Element One: Student Performance**

### **Sources of Evidence**

- CTE Data Profile (Required)

### **Stakeholders to Consult**

- All recipients are required by Perkins V legislation to consult with a diverse body of stakeholders including, at a minimum, representatives of CTE programs (e.g., teachers, school guidance and academic counselors, principals, instructional support, paraprofessional and administrators) in developing and conducting the comprehensive local needs assessment.
- Representatives of CTE programs at postsecondary institutions, including faculty and administrators.
- Representatives of the State board or local workforce development boards.
- Representatives of local and regional business and industry.
- Parents and students.
- Representatives of student groups and regional and local agencies serving student groups.
- Other stakeholders (e.g., data staff at the CTE institution).

## **Element One: Questions on Student Performance**

### **Questions to Ask:**

- 1a. Overall, what student performance patterns can be identified across CTE indicators/CTE programs/schools?
- 1b. In what CTE indicators/CTE programs/schools did these students have the highest performance outcomes and which have the lowest?



- 1c. What are the potential root causes of low performance in CTE indicators/CTE programs?
- 2a. For each student group, what performance patterns can be identified across CTE indicators/CTE programs/schools?
- 2b. Which of these student groups are struggling the least in CTE indicators/CTE programs/schools and which are struggling the most?
- 2c. What are the potential root causes of performance gaps in CTE indicators/CTE programs?
- 3a. Overall, did students not meet the target on a CTE performance indicator in any of the CTE programs for three consecutive years?
- 3b. In what CTE performance indicators did these students not meet the target?
- 3c. In what CTE programs did these students not meet the target?
- 3d. What are the potential root causes of low performance trends in each CTE indicator/CTE program/school?

### **Guidance to Assess Element Two: CTE Program Alignment to Labor Market**

In this section, the law requires careful consideration of the alignment between your CTE programs and the labor market needs of the state, region or local area:

#### **What does the law say?**

“Section 134(c)(2)(B)(ii) (ii) (I) aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development board described in section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111) (referred to in this section as the ‘State board’) or local workforce development board, including career pathways, where appropriate; or (II) designed to meet local education or economic needs not identified by State boards or local workforce development boards.”

#### **What does the law mean?**

The law requires an analysis of how CTE programs are meeting workforce needs and provides eligible recipients with multiple ways to demonstrate labor market demand, from a combination of state and local sources.

Begin by consulting the CTE Data Profile provided by our partners at the New Jersey Department of Labor and Workforce Development. This labor market information (LMI) is specific to the institution’s county or region. Perkins funded CTE programs should be closely aligned to only those eligible CIP codes identified by the NJDOE and the NJDOL as high-skill, high-wage and/or in-demand. The NJDOE, in consultation with the labor market analysts at NJDOL, have created definitions or thresholds for “high-skill” industry sectors or occupations, “high-wage” and “in-demand” industry sectors or occupations. Eligible CTE programs must meet 2 of the following 3 occupation criteria.



High-Skill Occupations	High-Wage Occupations	In-Demand Occupations
High-skill occupations require a high level of knowledge in a technical domain and may have credentials, certificates and degrees associated with advancement. Each level of typical educational attainment will have a set of occupations classified as high skill. These occupations may not require a bachelor's degree for entry into the field but have access and pathways at multiple points and leading to advancement.	High-wage occupations pay at or above the median hourly wage (\$20.96) or the mean annual wage for New Jersey (\$58,210). The calculation will be adjusted annually and provided to the NJDOE by the NJDOL.	In-demand occupations have more than the median number of total (growth plus replacement) openings statewide or in a particular region. This data at the county level will be provided annually by NJDOL to the NJDOE for use by institutions in the CLNA.

CTE program funding must be aligned to these industries and occupations. Careful examination of the information for in-demand sectors and occupations at the outset will ground your analysis, and this may cause a significant shift in CTE program offerings.

While conducting the analysis, consider long-term projections in addition to immediate labor market needs, particularly if the CTE programs have a continuum of occupational opportunities and multiple entry and exit points. Work closely with the local workforce development boards, chambers of commerce, and local unions/industry associations to get a complete picture of the employment landscape to triangulate the data.

Pro Tip: Outreach for regional information, data inquiries and engagement with industry sectors or occupations for local CLNA should be coordinated with other CTE institutions from the same region.

## Element Two: CTE Program Alignment to Labor Market Sources of Evidence

- CTE Data Profile (Required)
- Input from industry sector or occupation representatives, with reference to opportunities for student groups
- Results of any available gap analysis on educational outcomes and employment needs (student survey results vs. employment needs in community)
- Results of any available gap analysis on educational outcomes and employment needs (from the state or separately commissioned)
- Real-time job postings data from online search engines, possibly with analytics support from a data firm
- CTE Placement Information



- Input from industry sector or occupation representatives, with reference to opportunities for student groups
- Alumni employment and earnings outcomes from a state workforce agency or state longitudinal data system, or findings from a follow-up survey of alumni (if available)
- Student interest data can be gathered by individual institutions

### **Stakeholders to Consult**

- All recipients are required by Perkins legislation to consult with a diverse body of stakeholders including, at a minimum, representatives of CTE programs (e.g., teachers, guidance and academic counselors, principals, instructional support, paraprofessional and administrators) in developing and conducting the comprehensive needs assessment.
- Representatives of career and technical education programs at postsecondary institutions, including faculty and administrators.
- Representatives of the State board or local workforce development boards.
- Representatives of local and regional business and industry.
- Parents and students.
- Representatives of student groups and regional and local agencies serving student groups.
- Other stakeholders (e.g., data staff at the CTE institution).
- CTE program alumni

### **Element Two: Questions on CTE Program Alignment to Labor Market Sources of Evidence**

#### **Questions to Ask:**

- 1a. Does your institution's CTE programs reflect the highest current and projected growth industries in the region?
- 1b. Do industry partners report that CTE completers are ready to enter high-skill, high-wage, or in-demand industries without remediation (two or three occupation criteria)?
- 1c. Are the institution's CTE program offerings broad enough to expose students to all the current in-demand industry sectors or occupations in the region and industry sectors and occupations with projected growth?
- 1d. How do my CTE program enrollments match projected job openings?
- 1e. Where are the biggest gaps?
- 2a. What is the process and frequency to review CTE program alignment with current and projected job openings?
- 2b. How are gaps identified and minimized?
- 2c. Are there any CTE programs that need to be developed or refined to better align with employer demand?
- 3a. What connections for the transition to postsecondary education have been made (dual credit, articulation, certifications, pre-apprenticeship) in the in-demand areas?
- 3b. What connections need to be made?
- 4a. Do all CTE programs prepare all students in the special populations categories to enter high-skill, high-wage and in-demand industries?
- 4b. Are all students in the students in the special population categories offered the same opportunities in the local labor market and in the same way as other students?



Keep in mind the value of recent CTE program alumni: in addition to labor market information and feedback from local industry sector or occupation representatives, the alumni voice is valuable. Input from alumni can identify trends that may not be evident in reported data, particularly in the quality and authenticity of the CTE program. They may also help describe skill needs across industries. Alumni input may be obtained through informal discussions, surveys, or focus groups.

### **Guidance to Assess Element Three: CTE Program Size, Scope and Quality**

The next component of the CLNA relates to the quality and implementation of CTE programs. In contrast to the student performance evaluation, which examines student outcomes, and the labor market alignment analysis, which considers needs that originate from the labor market, this next focus area addresses the decisions that you make when delivering CTE programs.

The considerations to address include, but are not limited to:

- CTE programs to offer (and which to phase out)
- Strategies for pursuing alignment across learner levels and between academic, technical and employability skill standards
- Curriculum and instructional strategies
- Opportunities for work-based learning, career and technical student organization (CTSO) participation, certifications, credentials and articulated credit
- Strategies for supporting faculty and staff
- Strategies for ensuring equitable access for all CTE students

The rest of the CLNA must be considered holistically, through an evaluation process that encompasses all these quality CTE program components. The key is to capture the full breadth of CTE program quality and implementation, and this can be done through several ways. Always use your findings from the first two segments of the CLNA to inform this third element.

In this area of focus, the law requires you to assess whether you are offering a sufficient number of courses and CTE programs to meet the diverse needs of all student groups; whether those CTE programs are sufficiently broad as well as vertically aligned and linked to the next level of education; and how the quality of CTE program delivery serves to develop student knowledge and skills and prepare them for success.

#### **What does the law say?**

“Section 134(c)(2)(B)(i) A description of how career and technical education CTE programs offered by the eligible recipient are—

(i) sufficient in size, scope and quality to meet the needs of all students served by the eligible recipient; and...”

#### **What does the law mean?**

The provision maintains the size, scope and quality requirements in Perkins IV, but instead requires that this description be addressed through the CLNA (which is part of the local application in Perkins V) instead of in the local plan in Perkins IV. The state has the responsibility to establish the definition of these three requirements.



To meet the Perkins V CLNA Requirement (Section 134(c)(2)(B)(i)) NJDOE Office of Career Readiness has defined size, scope and quality of CTE programs to assist institutions with completing their CLNA.

<b>Size (Numerical Value)</b>
<ul style="list-style-type: none"> <li>• Programs must include a coherent sequence of not fewer than three CTE courses; or two years of CTE courses for a County Vocational-Technical School District</li> </ul>
<ul style="list-style-type: none"> <li>• Minimum of 10 students per program level/per year; abnormal one-year drop in enrollment will not cause concern until a downward trend emerges.</li> </ul>
<ul style="list-style-type: none"> <li>• Schools must offer a minimum of one approved CTE program of study to receive funding; but must transition all programs over the next three years.</li> </ul>
<ul style="list-style-type: none"> <li>• Advisory boards must be composed of at least 30% of participants with industry experience specific to the program.</li> </ul>
<b>Scope (Curricular Considerations)</b>
<ul style="list-style-type: none"> <li>• Fundable programs will transition over time to become Programs of Study, where students are prepared to obtain a recognized postsecondary credential.</li> </ul>
<ul style="list-style-type: none"> <li>• The curriculum offers academic, technical and employability skills verified by an advisory board specific to the program.</li> </ul>
<ul style="list-style-type: none"> <li>• Links or pathways must exist between the secondary and postsecondary CTE programs of study.</li> </ul>
<ul style="list-style-type: none"> <li>• The curriculum shows a progression of instruction towards an occupation or profession and includes pathways to advancement.</li> </ul>
<b>Quality (Curricular Considerations)</b>
<ul style="list-style-type: none"> <li>• Fundable programs are limited to programs that prepare students for occupations that meet at least two of the three criteria: high-skill, high-wage or in-demand occupations.</li> </ul>
<ul style="list-style-type: none"> <li>• Students are achieving program goals, objectives and are making progress toward each of the indicators.</li> </ul>
<ul style="list-style-type: none"> <li>• The program has certified teachers providing instruction on industry and academic standards.</li> </ul>
<ul style="list-style-type: none"> <li>• All students have engaged in internships, apprenticeships, and/or work-based experiences in the related industry by the end of program completion.</li> </ul>

### **Element Three: CTE Program Size, Scope and Quality**

#### **Sources of Evidence**

##### **Size:**

- CTE Data Profile (Required)
- Total number of CTE program areas and number of courses within each CTE program area
- CTE course enrollments for the past several years
- Survey results assessing student interest in CTE programs
- Applications for certain CTE programs, if applicable



**Scope:**

- CTE Data Profile (Required)
- Documentation of course sequences and aligned curriculum
- Number and type of credit transfer agreements
- Data on student retention and transition to postsecondary education within the CTE program of study
- Descriptions of dual or concurrent enrollment CTE programs and data on student participation
- Data on student enrollment, attainment of credentials and articulated credit
- Curriculum standards that show depth and breadth of CTE programs
- Opportunities for extended learning within and across CTE programs of study

**Quality:**

- A wide variety of materials can inform the evaluation of quality
- Curriculum standards and frameworks, lesson plans, assessments, partnership communications and engagement activities, work-based learning procedures, CTSO activities and alignment, data collection mechanisms and CTE program improvement processes

**Stakeholders to Consult**

- All recipients are required by Perkins V legislation to consult with a diverse body of stakeholders including, at a minimum, representatives of CTE programs (e.g., teachers, school guidance and academic counselors, principals, instructional support, paraprofessional and administrators) in developing and conducting the comprehensive local needs assessment.
- Representatives of CTE programs at postsecondary institutions, including faculty and administrators.
- Representatives of the State board or local workforce development boards.
- Representatives of local and regional business and industry.
- Parents and students.
- Representatives of student groups and regional and local agencies serving student groups.
- Other stakeholders (e.g., data staff at the CTE institution).

**Element Three: Questions on CTE Program Size, Scope and Quality****Questions to Ask:****Size**

- 2a. What CTE programs have the highest student enrollment?
- 2b. Are these CTE programs associated with students attaining high-skill, high-wage, or in-demand (two of three occupation criteria) industry sectors or occupations?
- 2c. What are the potential root causes of high enrollment in these CTE programs?
- 2d. Are these programs enrolled with more than 25% of a student group designated as a special population group? (e.g., EL, SPED, homeless)?
- 2e. Do CTE programs offered with lower than 10 students per CTE program per year justify the Perkins allocation. (The NJDOE does allow a one-year decrease in enrollment for special circumstances)?



- 2f. Are students choosing to enroll or requesting to be placed in these CTE programs?
- 2g. Are there enough courses and course sections offered to meet student demand leading to industry skills or postsecondary requirements for entry?
- 2h. Have the reasons why students who want to enroll and do not enroll been identified?
- 2i. Are there any student groups that are not being reached?

### **Scope**

- 3a. Are all secondary CTE programs designed with a minimum sequence of three non-duplicative courses?
- 3b. What percent of students are categorized as participants, concentrators and completers within each CTE program?
- 3c. What are the potential root causes of student categorical differences?
- 3d. Does the curriculum offer academic, technical and employability skills verified by an advisory board specific to the program?

### **Quality**

- 4a. Do all CTE programs prepare students for occupations that meet at least two of the three criteria: high-skill, high-wage and in-demand occupations?
- 4b. What CTE programs are not aligned?
- 4c. How do specific components of my CTE programs, such as work-based learning or instruction, compare in quality?
- 4d. Do all CTE programs have a certified CTE teacher providing instruction on curriculum that is aligned to measurable industry standards and academic mastery of NJ Student Learning Standards (NJSLS)?
- 4e. Are all CTE programs designed to prepare students for occupations that meet at least two of the three high-skill, high-wage and in-demand criteria?
- 4f. Do all CTE programs have the appropriate equipment, technology and instructional materials (including support for library resources) aligned with business and industry needs, including machinery, testing equipment, tools, implements, hardware and software and other new and emerging instructional materials?

### **Implementation of Work-Based Learning**

- 5a. Is work-based learning incorporated into each CTE program?
- 5b. What efforts are made to ensure student awareness of work-based learning opportunities?
- 5c. How does secondary and business/industry communicate and coordinate the development and delivery of work-based learning opportunities?

### **CTE program Quality (Implemented as Designed)**

- 6a. Does each CTE program incorporate relevant academic, technical and employability skills at every learner level?





- 6b. Is there communication and coordination among secondary, postsecondary and industry sectors or occupations concerning the development and delivery of CTE Programs of study?
- 6c. How are quality standards as required by industry sectors or occupations integrated into each CTE program?

### **Guidance to Assess Element Four: CTE Program Implementation**

Section 134(c)(2)(C) An evaluation of progress toward the implementation of career and technical education programs and Programs of Study. In this section, the legislation requires consideration as to how well institutions are implementing the full scope of CTE programs and Programs of Study, defined in Perkins V as:

#### **What does the law say?**

“a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that—

- (a) incorporates challenging State academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;
- (b) addresses both academic and technical knowledge and skills, including employability skills;
- (c) is aligned with the needs of industries in the economy of the state, region, tribal community or local area;
- (d) progresses in specificity (beginning with all aspects of an industry or Career Cluster and leading to more occupation-specific instruction);
- (e) has multiple entry and exit points that incorporate credentialing; and
- (f) culminates in the attainment of a recognized postsecondary credential.”

#### **What does the law mean?**

This evaluation should be both a backward and forward-looking review of the CTE programs and Programs of Study offered. In addition to meeting the definition for size, scope and quality, this requirement addresses current and future plans to support the implementation of CTE programs and Programs of Study.

### **Element Four: CTE Program Implementation**

#### **Sources of Evidence**

- CTE Data Profile (Required)
- Documentation of course sequences and aligned curriculum
- Curriculum standards for academic, technical and employability skills
- Credit transfer agreements
- Data on student retention and transition to postsecondary education within the CTE program of study
- Descriptions of dual/concurrent enrollment CTE programs and data on student participation
- Data on student attainment of credentials and articulated credit

#### **Stakeholders to Consult**

- All recipients are required by Perkins V legislation to consult with a diverse body of stakeholders including, at a minimum, representatives of CTE programs (e.g., teachers, school guidance and



academic counselors, principals, instructional support, paraprofessional and administrators) in developing and conducting the comprehensive local needs assessment.

- Representatives of CTE programs at postsecondary institutions, including faculty and administrators.
- Representatives of the State board or local workforce development boards.
- Representatives of local and regional business and industry.
- Parents and students.
- Representatives of student groups and regional and local agencies serving student groups.
- Other stakeholders (e.g., data staff at the CTE institution).

#### **Element Four: Questions on CTE Program Implementation**

##### **Questions to Ask:**

- 1a. Do you have at least one Program of Study that contains a non-duplicative sequence of three or more courses aligned to postsecondary credit (a minimum of one Program of Study is required to receive Perkins Funds)?
- 1b. Can students earn dual/concurrent or articulated credit through their participation in the program or Program of Study?
- 2a. Are students in the programs earning a recognized certificate, industry-recognized credential or postsecondary credit(s)?
- 3a. Are the needs of secondary students addressed through building partnerships with postsecondary institutions in current program or Program of Study's design and delivery?
- 4a. How does the institution work with industry partners to support the needs of students towards the attainment of a certificate, industry-recognized credential or postsecondary degree?
- 4b. Is there a role for business and industry partners in the development and delivery of the CTE programs?
- 5a. Is the CTE program reliant on the facilitation of hands-on project-based learning, problem-solving activities, experiential learning and differentiated instructional methods?
- 6a. Does the CTE program integrate educational technology as a practice element and maintain current and/or state-of-the-art technology that reflects industry norms; and students can both demonstrate and articulate technological trends that affect the field?
- 6b. Are digital resources embedded in daily lessons to further learning that align with NJSLS?
- 7a. Is the CTSO an integral part of the instructional program that provides opportunities for service learning, occupational, employability and leadership development?
- 7b. Is it maintained with high visibility and encourages the majority of program students to participate in local, state and national technical skill competitions?

#### **Guidance to Assess Element Five: CTE Program Staff Recruitment, Retention and Development**

In this piece of the legislation, you are required to assess and develop plans to improve the quality of your faculty and staff through recruitment, retention and professional development, with attention paid to diversity in the profession.



**What does the law say?**

“Perkins V Section 134(c)(2)(D) A description of how the eligible recipient will improve recruitment, retention and training of CTE educators, faculty, specialized instructional support personnel, paraprofessionals and career guidance and academic counselors, including individuals in groups underrepresented in such professions.”

**What does the law mean?**

Eligible recipients must evaluate their current and future recruitment, retention and professional development needs. This may require root cause analysis of educators or other staff shortages.

Focus your discussion on this section around the state CTE certification policies and the relevant terms defined in Perkins V, particularly the definition of “professional development”, which emphasizes sustainability, relevance and quality of these experiences.

Take a comprehensive view as you consider the educators, administrators, staff, and academic and career counselors that support your CTE programs. Evaluate what these educators bring to the table. They bring their preparation and credentialing, in comparison to state, institution, or institutional requirements, and the ways they demonstrate their commitment to the profession through the pursuit of advanced certification or extensive professional development. Look for gaps in expertise within and across CTE programs, and opportunities to enhance their professional development. In addition, consider how you recruit educators and staff, and prepare them for their responsibilities, particularly new educators coming from a background in an industry sector or occupation.

To take this analysis further, compare your current staff capacity to your future plans for CTE programming. For example, based on your CLNA, you may intend to develop new CTE programs of study or expand your career development services in the next four years. As you consider your current staff, you will need to make projections about where you need to increase skills or hire new people.

Finally, consider your methods for recruiting and retaining educators and staff from student groups traditionally underrepresented in the profession. Compare the demographics of your educators and staff to the makeup of your student body. Consider to what extent students are learning from educators who reflect the demographics of students themselves and their communities.

To make this more robust, conduct a root causes analysis similar to that outlined in the Student Performance and Progress Toward Improving Access and Equity sections of this working guide, and consult colleagues who worked on educator shortage and diversity issues for ESSA. The [NJDOE's Office of Educator Recruitment, Preparation and Recognition](#) have developed a set of resources to support diversifying New Jersey's educator workforce.



## **Element Five: CTE Program Staff Recruitment, Retention and Development**

### **Sources of Evidence**

- CTE Data Profile (Required)
- NJDOE Certification and Induction, CTE Titles and Endorsements
- Data on faculty, staff, administrator and counselor preparation; credentials; salaries and benefits; and demographics
- Description of recruitment and retention processes
- Descriptions of professional development, mentoring and externship opportunities
- Data on educator participation in professional development, mentoring and externship
- Findings from educator evaluations
- Findings from surveys/focus groups of educators' needs and preferences
- Data on educator and staff retention
- Information about educator shortage areas and projections of future staffing needs

### **Stakeholders to Consult**

- All recipients are required by Perkins V legislation to consult with a diverse body of stakeholders including, at a minimum, representatives of CTE programs (e.g., teachers, school guidance and academic counselors, principals, instructional support, paraprofessional and administrators) in developing and conducting the comprehensive local needs assessment.
- Representatives of CTE programs at postsecondary institutions, including faculty and administrators.
- Representatives of the State board or local workforce development boards.
- Representatives of local and regional business and industry.
- Parents and students.
- Representatives of student groups and regional and local agencies serving student groups.
- Other stakeholders (e.g. data staff at the CTE institution).

## **Element Five: Questions on CTE Program Staff Recruitment, Retention and Development**

### **Questions to Ask:**

- 1a. What CTE Career Clusters/CTE programs have educator vacancies?
- 1b. Are all CTE staff appropriately certified?
- 1c. Do all CTE staff have the appropriate industry-recognized credentials?
- 2a. Does the diversity of the staff reflect the demographic makeup of the student body or service region?
- 2b. How diverse is the CTE staff (i.e., Administrators, Educators and Counselors)? Identify the percent of administrators, educators and counselors by gender and race/ethnicity.
- 2c. In what ways have you considered under-represented students as staffing decisions are made?
- 3a. What processes are in place to recruit new CTE staff both internally and externally?
- 3b. Has an institution-wide survey of teacher certification and college degree completion been conducted to determine if they hold more than one certificate or, to determine if they can easily bridge into a CTE certification?



- 3c. How have those recruitment processes increased new CTE staff coming directly from an industry sector or occupation?
- 3d. How have those recruitment processes increased new CTE staff coming from other schools or transitioning from other academic content areas?
- 4a. What substantive and effective professional development activities are offered around CTE academic, technical, or equity instruction?
- 4b. How is the need for professional development identified?
- 5a. How does your secondary/postsecondary school provide, approve and fund professional development activities to improve CTE staff?

### **Guidance to Assess Element Six: CTE Program Access and Equity**

Perkins V legislation requires evaluation of the progress in providing equal access to CTE programs, particularly CTE programs that lead to strong positive outcomes for all students.

#### **What does the law say?**

“Perkins Section 134(c)(2)(E) A description of progress toward implementation of equal access to high-quality career and technical education courses and CTE Programs of Study for all students, including— (i) strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and CTE programs for student groups; (ii) providing CTE programs that are designed to enable student groups to meet the local levels of performance; and (iii) providing activities to prepare student groups for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.”

#### **What does the law mean?**

This requirement is focused on supports for student groups. The law challenges states to assist locals in directing resources or supports to close performance gaps and remove barriers. There may be different supports necessary to address different barriers and different student groups.

#### **Areas of focus: access, performance and program delivery.**

Access: Review participation data for students from student groups and consider how CTE programs are promoted to prospective students, students are recruited and provided academic and career guidance. Strategies for inclusion of all students into CTE programs includes the following:

- Depicting students from student groups in promotional materials
- Actively recruiting students from student groups
- Providing career guidance that helps students from student groups choose a pathway that fits their goals and strengths
- Partnering with local schools to familiarize middle school and elementary school students with CTE offerings and building relationships to leverage resources



Next, consider student performance data for student groups by gathering disaggregated data as well as the root cause analysis and strategies conducted for the Student Performance section. In consultation with stakeholders, develop plans to implement the strategies identified and determine measures to evaluate progress on those strategies.

Finally, consider CTE program delivery through an equity lens. Look at the accommodations, modifications, and supportive services offered and identify ways to increase those opportunities to support all students. Scaffolding may be needed to provide different levels of support to students. Examine the curriculum, instruction, materials and assessments for content that may marginalize students. The NJDOE's [Career Equity Resource Center](#) webpage has resources to assist in identifying unintentional bias. In addition, identify barriers to participation in work-based learning, Career and Technical Student Organization's (CTSOs), and articulated credit opportunities and determine potential strategies to address those barriers.

Deepen this analysis by conducting focus groups, surveys, or interviews with students from student groups, their family members, and community-based organizations that work with student groups. These activities can uncover information about needs, preferences and perceptions that impact progress on reaching institution goals.

## **Element Six: CTE Program Access and Equity**

### **Sources of Evidence**

- Applications, entry requirements, pre-requisite courses, etc. in place for each CTE program
- Processes for providing accommodations, modifications and supportive services for student groups in specific CTE programs
- Promotional materials
- Recruitment activities for student groups
- Career guidance activities for student groups
- Processes for providing accommodations, modifications and supportive services for student groups
- Information on accelerated credit and credentials available for student groups
- Procedures for work-based learning for student groups
- Data on participation and performance for students from all student groups
- Findings from the root causes analysis from the Student Performance component
- Findings from surveys/focus groups with students, parents (if applicable) and community organizations that represent student groups

### **Stakeholders to Consult**

- All recipients are required by Perkins V legislation to consult with a diverse body of stakeholders including, at a minimum, representatives of CTE programs (e.g., teachers, school guidance and academic counselors, principals, instructional support, paraprofessional and administrators) in developing and conducting the comprehensive local needs assessment.
- Representatives of CTE programs at postsecondary institutions, including faculty and administrators.



- Representatives of the State board or local workforce development boards.
- Representatives of local and regional business and industry.
- Parents and students.
- Representatives of student groups and regional and local agencies serving student groups.
- Other stakeholders (e.g., data staff at the CTE institution).
- Local contacts for Department of Vocational Rehabilitation Services (DVRS) and Department of Labor and Workforce Development can identify employers who work with student groups.

## **Element Six: Questions on CTE Program Access and Equity**

### **Questions to Ask:**

- 1a. Overall, does the CTE student group reflect the demographic makeup of the service region or county?
- 1b. Which specific student groups are under-represented by 25% in the CTE program/Program of Study? (e.g., EL, SPED, Non-Traditional, Homeless etc.)
- 1c. Which specific student groups are over-represented by 25% in the CTE program/Program of Study? (e.g., EL, SPED, Non-Traditional, Homeless etc.)
- 2a. What efforts are made to ensure students in middle schools have access to CTE opportunities?
- 2b. Is there communication and coordination between middle and high school guidance and academic counseling departments regarding CTE opportunities?
- 2c. Does the CTE institution ensure that student groups at the middle school level have access to information about CTE programs/Program of Study?
- 3a. How are under-represented student groups actively recruited into CTE programs that have enrollment discrepancies?
- 3b. Is there a process in place to address all student groups that are under-represented or over-represented by 25%?
- 3c. Is there a process in place to address the needs of each student group individually (e.g., EL, SPED, Non-Traditional, Homeless etc.)?
- 4a. How do you ensure that students from under-represented groups are accepted and enrolled into the CTE program/Program of Study?
- 4b. Do all students have access to high-quality CTE programs/Program of Study?
- 4c. Are there potential barriers related to under-represented groups enrollment in high-quality CTE programs/Program of Study?
- 4d. What strategies are used to actively address these potential barriers?
- 5a. How are admissions criteria used to ensure equal access to all students for acceptance into CTE programs?
- 5b. Is there a process in place to annually review criteria that could present a barrier to student groups? (e.g., GPA, attendance, discipline, exploratory course prerequisites and accommodations?)
- 6a. What are the potential barriers, internal and external, to the CTE institution that might prevent under-represented student groups from being interested in, applying to, being accepted into and completing CTE programs/Program of Study?
- 6b. What strategies are used to actively address these potential barriers?
- 6c. What activities are in place that prepare all student groups for high-skill, high-wage or



in-demand industry sectors or occupations (2 of 3 occupation criteria) in competitive, integrated settings that will lead to self-sufficiency?

- 7a. What accommodations, modifications, transitional and support are provided to CTE students with special needs (e.g., access to local agencies, referral systems etc.)?
- 7b. How do you ensure that administrators and counselors communicate accommodations, modifications and support for CTE students to educators and parents?
- 7c. What are the barriers to accessing accommodations, modification and support for CTE students?
- 7d. What strategies are used to actively address these potential barriers?





## **Appendix B1: Chief Institution Administrator Certification Form (Upload required in NJDOE's EWEG system)**

### **Institution Information and Chief Institution Administrator Certification**

County Name:

Institution Name:

Chief Institution Administrator Name:

Chief Institution Administrator Email:

**The following certification must be made by the Chief Institution Administrator.**

**Note:** Signatures must be kept on file at the Institution.

I certify that I have been included in consultations related to the priority needs of my career and technical education (CTE) institution and participated in the completion of the Comprehensive Local Needs Assessment (CLNA) related to the "Strengthening Career and Technical Education for the 21st Century Act" (Perkins V). I have been an active member of the CLNA stakeholder group and provided input to the CLNA and the selection of uses of funds. I concur with the information presented herein, including the identification of student performance indicators and CTE programs/Program of Study and activities that are funded by Perkins V.

**Signature**

**Date**



## Appendix B2: Comprehensive Local Needs Assessment (CLNA) Stakeholder Form (Required to Upload in NJDOE's EWEG system)

**Note:** This form is available as a Word document on the NJDOE website at: [CLNA Stakeholder Form \(Word\)](#).

Identify the stakeholders who participated in the CLNA and/or development of the plan. Signatures should be kept on file in the office of the CTE institution for review. Print a copy of this page to obtain signatures. Add additional lines as needed.

Stakeholder Group	Name	Signature	Participated in CLNA (Yes or No)	Participated in Action Plan Development (Yes or No)

**Appendix B3: Comprehensive Local Needs Assessment (CLNA) Stakeholder Group Meeting Form**  
(Upload required in NJDOE's EWEG system)

**Note:** This form is available as a Word document on the NJDOE website at: [CLNA Stakeholder Group Meeting Form \(Word\)](#).

**List the dates of the meetings when the stakeholder groups discussed the CLNA. \*Add rows as necessary**

Date	Location	Topic	Agenda on File (Yes or No)	Minutes on File (Yes or No)

## Appendix B4: Comprehensive Local Needs Assessment (CLNA) Summary Form (Upload required in NJDOE's EWEG system)

Below is an example of the Excel Spreadsheet Template that is provided to complete the CLNA. The completed spreadsheet will be uploaded into the local application. All sections on this form are required and an incomplete form will not be approved. The number of CIP code columns can be modified as needed.

Use the drop-down box to select your corresponding CIP codes. The questions on the form correspond to the "Questions to Ask" related to the six CLNA elements. Mark all cells where a "Need" is determined when answering the question. A systemic challenge is determined if a gap is identified throughout CTE programs for that question.

### Career Clusters

Code	Career Cluster
AGR	Agriculture, Food and Natural Resources
ARC	Architecture and Construction
ART	Arts, Audio-Video Technology and Communications
BUS	Business Management and Administration
EDU	Education and Training
FIN	Finance
GOV	Government and Public Administration
HEA	Health Science
HOS	Hospitality and Tourism
HUM	Human Services
IT	Information Technology
LAW	Law, Public Safety, Corrections and Security
MAN	Manufacturing
MAR	Marketing
SCI	Science, Technology, Engineering and Mathematics
TDL	Transportation, Distribution and Logistics



### Local Uses of Funds

Code	Local Uses of Funds
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 CTE program, in making informed plans and decisions about future education and career opportunities and programs of study.
2	Provide professional learning for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
3	Provide within CTE the skills necessary to pursue careers in high-skilled, high-wage, or in-demand industry sectors or occupations.
4	Support integration of academic skills into CTE programs and programs of study to support CTE participants at the secondary level or at the postsecondary level.
5	Plan and carry out elements that support the implementation of CTE programs and programs of study that result in increasing student achievement on performance indicators.
6	Develop and implement evaluations of the activities carried out with funds, including evaluations necessary to complete the CLNA and the annual budget application.



CLNA Element	Question	Career Cluster			Systemic Challenge?	Action Plan & Uses of Funds Required?	Proposed Uses of Funds		
		ART	HOS	TDL			# 1	#2	#3
		CIP Codes							
		090701 -	120599 -	520203 -					
1: Student Performance	1								
	2			No					
	3			No					
2: Program Alignment to Labor Market	1			No					
	2			No					
	3			No					
	4								
	5								
3: Program Size, Scope, & Quality	1								
	2								
	3			Yes	Yes	1			
	4			No					
	5								
	6								
	7			No					
4: Program Implementation	1								
	2								
	3								
	4								
	5								
	6								
	7			No					
5: Program Professionals	1								
	2			No					
	3			No					
	4								
	5								
6: Program Access & Equity	1			No					
	2			No					
	3			No					
	4								
	5								
	6								
	7			Yes	Yes	5			
Action Plan & Uses of Funds Required?			Y e s	Y e s					
Proposed Uses of Funds	#1		1	1					
	#2			5					
	#3								



## **Appendix B5: Comprehensive Local Needs Assessment (CLNA) Action Plan Components Form (Upload required in NJDOE's EWEG system)**

Translating the CLNA into action, in the form of the local application, is an invaluable opportunity to focus on CTE program improvement and to implement plans that will have a long-term impact on access to high-quality CTE for all students. It's your chance to help improve the quality of CTE education for all students, ultimately supporting Governor Murphy's vision for a stronger, fairer New Jersey.

Finishing the CLNA and beginning the local application for Perkins funds are the next steps in the process and will require input from the required partners. Be creative and use your resources to get valuable input. It does not have to happen in a large public forum but might be more effective selecting the team leaders from each section.

Engaging stakeholders in a discussion about local and regional goals is important in this process. Ensuring the stakeholder group understands the six required use of funds 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.

It is time to review the findings and prioritize the action steps identified in each section. There are likely 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 the following:

- Closing performance gaps for student groups;
- Improving CTE program size, scope and quality and ensuring labor-market alignment;
- Improving CTE program quality;
- Making sure the best and most diverse educators are on staff; and
- Removing barriers that reduce access and success.

In prioritizing the action steps, go back to the notes from the discussions and consider more broad questions from each part such as:

- Element 1: Which performance areas are most challenging? For which student groups? What can be done to address those needs?
- Element 2: Are CTE programs adequately addressing current and emerging employer needs? Will CTE programs allow students to earn a living wage when they become employed?

- Element 3: Which CTE programs are strong and need to be supported to continue to keep momentum? Which CTE programs are struggling and need to be discontinued or reshaped to be of adequate size, scope and quality? Are there specific components of CTE program quality that present challenges across career areas?
- Element 4: Are secondary, postsecondary and support systems aligned to ensure students can move through the pathway without barriers or replication? Are credentials awarded of economic value to students and employers?
- Element 5: How to recruit faculty to join the institution's staff? What support is needed to retain effective instructors?
- Element 6: Which student groups are struggling the most? Are there activities to undertake that would remove barriers right away? What are long-term solutions to ensuring all students are successful?

The following form is provided to summarize the action plan for identified CLNA gaps and the proposed strategies related to the Uses of Funds selection. This information will be uploaded into the local application. \*Add rows as necessary

#### Proposed Career Exploration and Development Strategies

CIP or Overall Systemic Challenge	Action Step Description	Timeline	Roles / Responsibilities	Required Stakeholders	Evaluation Strategy	Expected Outcome	Estimated Budget

#### Proposed Professional Development Strategies

CIP or Overall Systemic Challenge	Action Step Description	Timeline	Roles / Responsibilities	Required Stakeholders	Evaluation Strategy	Expected Outcome	Estimated Budget

#### Proposed Technical Skills Assistance Strategies

CIP or Overall Systemic Challenge	Action Step Description	Timeline	Roles / Responsibilities	Required Stakeholders	Evaluation Strategy	Expected Outcome	Estimated Budget



**Proposed Academic Skill Integration Strategies**

CIP or Overall Systemic Challenge	Action Step Description	Timeline	Roles / Responsibilities	Required Stakeholders	Evaluation Strategy	Expected Outcome	Estimated Budget

**Proposed Program Development and Implementation Strategies**

CIP or Overall Systemic Challenge	Action Step Description	Timeline	Roles / Responsibilities	Required Stakeholders	Evaluation Strategy	Expected Outcome	Estimated Budget

**Proposed Program Evaluation Strategies**

CIP or Overall Systemic Challenge	Action Step Description	Timeline	Roles / Responsibilities	Required Stakeholders	Evaluation Strategy	Expected Outcome	Estimated Budget

## Appendix C: Comprehensive Local Needs Assessment (CLNA) Key Definitions

Below are a few definitions relevant to CTE programs

- **Career and Technical Education (CTE)** means organized educational activities that: offer a sequence of courses that provide individuals with the coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions; provides technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree; may include prerequisite courses (other than a remedial course) that meet the requirements of this definition; and include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, occupation-specific skills and knowledge of all aspects of an industry.
- **Course** means an organization of subject matter and related learning experiences designed to meet a career and technical education objective provided for the instruction of students as part of an approved career and technical education program or Program of Study.
- **Approved Program** means career and technical education programs and Programs of Study that are developed and implemented in accordance with *N.J.A.C. 6A:19-3.1*, Program requirements and *N.J.A.C. 6A:19-3.2*, Program approval, and *N.J.S.A. 18A:54-24*, Approval of courses of study.
- **Program of Study (POS)** means career and technical content areas that: incorporate secondary and postsecondary education elements; include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, nonduplicative progression of courses that align secondary and postsecondary education to adequately prepare students to succeed in postsecondary education; may include the opportunity for secondary students to participate in dual or concurrent enrollment programs or acquire postsecondary credit in other ways; and lead to an industry-recognized credential at the postsecondary level, or an associate or baccalaureate degree.



## Appendix D: Comprehensive Local Needs Assessment (CLNA) Acronyms Guide

• ACTE	Association for Career and Technical Education
• CIP	Classification of Instructional Programs
• CLNA	Comprehensive Local Needs Assessment
• CTE	Career and Technical Education
• CTSO	Career and Technical Student Organization
• DVR	Department of Vocational Rehabilitation
• EL	English Learners
• ELA	English Language Arts
• ESEA	Elementary and Secondary Education Act
• ESL	English as a Second Language
• ESSA	Every Student Succeeds Act
• EWEG	Electronic Web-Enabled Grants
• FERPA	Family Education Rights Privacy Act
• GPA	Grade Point Average
• LMI	Labor Market Information
• NJDOE	New Jersey Department of Education
• NJDOL	New Jersey Department of Labor and Workforce Development
• NJSLS	New Jersey Student Learning Standards
• PBAP	Program Budget Activity Plan
• POS	Program of Study
• SLE	Student Learning Experiences
• SPED	Special Education
• TSA	Technical Skill Attainment
• USDOL	United States Department of Labor
• WIOA	Workforce Innovation and Opportunity Act



## Appendix E: NJDOE Acknowledgement

The Comprehensive Local Needs Assessment and process in this document were adapted from:

- “Maximizing Perkins V’s Comprehensive Local Needs Assessment & Local Application to Drive CTE Program Quality and Equity,” Association for Career & Technical Education (ACTE), updated March 15, 2019
- “Minnesota’s Comprehensive Local Needs Assessment Guide For the submission of Strengthening Career and Technical Education for the 21st Century (Perkins V) Local Application,” State of Minnesota, updated September 2019

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