



**NORTH CAROLINA COMMUNITY COLLEGE SYSTEM**

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**Postsecondary Guide for the  
Comprehensive Local Needs Assessment  
for  
Perkins V**

(Carl D. Perkins Career and Technical Education Act of 2006  
as amended by the  
Strengthening Career and Technical Education for the 21st Century Act)

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*Sources for this document include: Maximizing Perkins V's Comprehensive Local Needs Assessment & Local Application to Drive CTE Program Quality and Equity, by ACTE March 2019; Louisiana Perkins V: Comprehensive Local Needs Assessment Guidebook; H.R.2353 - Strengthening Career and Technical Education for the 21st Century Act available at: <https://www.congress.gov/bill/115th-congress/house-bill/2353/text>*

## Introduction

On July 31, 2018, the president signed into law the *Strengthening Career and Technical Education for the 21st Century Act* (Perkins V), which reauthorized and amended the *Carl D. Perkins Career and Technical Education Act of 2006*. **One of the most significant changes in Perkins V is the requirement for local eligible recipients (NC community colleges) to conduct a *comprehensive local needs assessment (CLNA)*** and update it at least every two years. The CLNA should be considered as a dynamic process and may be modified according to current labor market needs. The relevant text from the Act is included in Appendix A.

The comprehensive local needs assessment (CLNA) is designed as the foundation of Perkins V implementation at the local level—it drives the local application development and future spending decisions. This process is an opportunity to take an in-depth look at the college’s entire local Career and Technical Education (CTE) system and identify areas where targeted improvements may lead to increased opportunities for student success. 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 the region. Implementing the CLNA requires a wide range of stakeholders to assess how CTE programs are measured by:

- A. Performance on federal accountability indicators
- B1. Size, scope, and quality of programs offered
- B2. Alignment to local/regional labor market needs
- C. Progress toward implementing programs and programs of study
- D. Faculty & staff recruitment, retention, and training
- E. Progress toward improving access and equity

### **State Role**

North Carolina CTE provides this guidance around the comprehensive local needs assessment and offers suggestions for coordinated engagement with key stakeholders. This engagement may be in career pathways, sector partnerships, as well as alignment with needs assessments required for the Every Student Succeeds Act (ESSA) and the Workforce Innovation and Opportunity Act (WIOA), among other federal and state policies.

This guide provides key definitions relevant to the comprehensive local needs assessment language in Perkins V as well as definitions for accountability indicators and other relevant terms for the submission of the local needs assessment and local plans.

Using state and local workforce goals to guide the process will help ensure the outcomes will be valuable in driving CTE program improvement in each community, without creating an administrative burden.

Assistance in this process can be found through consultation with other local federal program representatives in the community (such as those responsible for implementation of ESSA and WIOA) to gain ideas and best practices related to how they have approached their required needs assessments.

Many ongoing activities may be part of the needs assessment. The information collection and consultation activities for the CLNA do not have to be new or different from what the community college may already be doing. The data collected, the relationships formed with industry and community partners, and the processes for curriculum development and revision and program approval provide relevant information for the needs assessment. The CLNA is a process of engaging stakeholders in reviewing the data, reviewing learning outcomes related to the program of study, and offering suggestions, ideas, and support in an ongoing synergistic manner.

In updating an existing CLNA it is essential that the original partners as well as potential new partners review the document to provide fresh insights to needs and gaps.

Perkins V requires that all these pieces be pulled together strategically and intentionally to help the community college plan for a world class workforce.

In addition, the needs assessment can be scaled to fit the particular context. The sections that follow outline a wide array of action items and provide numerous questions to help communities think through the process. Use this tool to draw ideas, and within the overarching state and federal requirements, pick the pieces that work best for the community. The needs assessment process may look very different in smaller or more resource-limited local areas than in more populated areas with larger numbers of potential partners and employers.

The CLNA process is about helping communities use information to ensure that local CTE programs help create success for students and employers. The activities of the local needs assessment should become a regular part of the overall college data-driven decision making and program improvement cycles—not merely an additional activity every two years. By fully integrating the Perkins V needs assessment into routine activities, colleges will be able to realize the full value of the process.

### **Getting Started: Foundations of a Rigorous Assessment Process**

The following **four steps** will help colleges use data and information more strategically and lay the groundwork for a rigorous needs assessment process through clear goals, preparation, and organization.

#### **1. Determine Local Goals**

NCCCS's strategic plan and workforce goals should be integrated into the needs assessment along with local priorities, such as the college's own strategic plan and local MyFutureNC goals. Developing a process for program justification, increasing the number of students earning industry certifications, strengthening industry advisory board engagement, and closing equity gaps are goals that may align the needs assessment with the local application. If the college has already established a strategic plan or "vision" for the local CTE programs, it is important to use the needs assessment to inform and possibly

modify those goals. If the college does not already have a set of strategic priorities for CTE programs of study, the CLNA can help identify those for the future.

## 2. Identify Stakeholders and a Leadership Team

Consultation with “a diverse body of stakeholders” is at the heart of ensuring a rigorous and meaningful needs assessment process.

Perkins V Section 134(d) identifies a minimum set of participants that are required to be engaged in the development of the CLNA and local application.

### Expectations about Stakeholder Consultation for the CLNA

New CLNAs (put into place in SFY 2023-24 and beyond) will be required to include the bolded roles as part of their stakeholder engagement process for the CLNA.

**Perkins V Sec. 134. LOCAL APPLICATION FOR CAREER AND TECHNICAL EDUCATION PROGRAMS**  
*(e) CONSULTATION.—In conducting the comprehensive needs assessment under subsection (c), and developing the local application described in subsection(b), **an eligible recipient** [community college] shall involve a diverse body of stakeholders, including, at a minimum—*

Language in the Law	Plain English Expectations	Reason for Engaging
<i>(1) representatives of career and technical education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals;</i>	High school CTE representatives: - <b>District CTE Director</b> - <b>Secondary CTE teachers</b> in CTE pathways targeted in CLNA Programs/Program Areas - <b>CDCs</b> (Career Development Coordinators) - Secondary School Counselors, Career Coaches (if applicable) - Principals/administrators - Instructional support staff	To make sure CTE 9-14 Pathways and CCP CTE programs are well aligned to community college CTE offerings, and to make sure high school students are provided with career information, advising, and awareness of community college programs and opportunities
<i>(2) representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators;</i>	- <b>Community College CTE faculty</b> in targeted CTE pathways - <b>CTE administrators</b> (e.g., deans for CTE overall or individual CTE areas - CAO (strongly recommended)	These are the leaders, faculty, and staff that make CTE/Perkins aims a reality... we need their (your) insights about CTE programs, industry needs, and support that college personnel/the college need to achieve Perkins aims and help students achieve their goals.

Language in the Law	Plain English Expectations	Reason for Engaging
<i>(3) representatives of the State board or local workforce development boards and a range of local or regional businesses or industries;</i>	<ul style="list-style-type: none"> <li>- <b>Workforce development board director(s)</b> serving your college service area</li> <li>- <b>Area employers</b> that hire (or you wish would hire) from the CTE program areas</li> <li>- Suggest also inviting economic development organizations, NCWorks, chambers of commerce, etc. as applicable for your target CTE programs of study</li> </ul>	The Workforce Development Board director is called upon (by federal law) to be the convener regionally of businesses, educators, and service providers and can help support the college CTE directions. They can also (via direction to WIOA staff and NCWorks Centers) help refer students to colleges and help support their needs with WIOA vouchers (tuition, books, child care, transportation, etc.) or links to other resources.
<i>(4) parents and students;</i>	<b>CTE students</b> and parents of CTE students who are under the age of 18	<ul style="list-style-type: none"> <li>- Students know their needs, obstacles, and motivations best.</li> <li>- Parents of students offer important insights and influence student decisions.</li> </ul>
<i>(5) representatives of special populations;</i>	<ul style="list-style-type: none"> <li>- College <b>Disabilities Services</b></li> <li>- <b>Vocational Rehabilitation</b></li> <li>- County <b>Department of Social Services Director</b></li> <li>- Also strongly recommend college CCR (for English learners) and nonprofit organizations and others who serve Perkins special populations</li> </ul>	A major focus of Perkins V is outreach and support of Perkins special populations. College and external partners can help with recruitment to CTE programs and support for the unique needs of CTE students that are from the special population groups.
<i>(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);</i>	<ul style="list-style-type: none"> <li>- Workforce development boards (referred to above)</li> <li>- Department of Social Service representative (see #5 above)</li> <li>- Any area homeless shelter(s)/program(s), teen pregnancy centers</li> <li>- Other area providers (e.g., re: mental health/ substance abuse)</li> </ul>	Workforce development boards serve out-of-school youth and other at-risk youth and can help with workforce/other services to CCP students or can help recruit to various postsecondary programs
<i>(7) representatives of Indian Tribes and Tribal organizations in the State, where applicable;</i>	Representative of any Indian Tribe(s) located within or close to the college service area	Racial and ethnic minorities including Native Americans are among the Perkins special populations
<i>(8) any other stakeholders that the eligible agency may</i>	NCCCS strongly recommends:	As we know, access and success require meeting students'

Language in the Law	Plain English Expectations	Reason for Engaging
<i>require the eligible recipient to consult.</i>	<ul style="list-style-type: none"> <li>- Top community college Student Services leader</li> <li>- College Financial Aid Director</li> <li>- Mental health provider (at college or external)</li> <li>- Area transportation provider</li> </ul>	holistic needs. These and other partners can help with student recruitment, retention, and completion. Student Services staff can help leverage various college scholarships, grants, and community services.

To identify stakeholders, start with individuals and organizations who are already involved with the college program advisory boards, sector partnerships, community groups, faculty, and other structures. After identifying those already engaged in the programs, reach out to 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, while a great partner, may not include full representation of industry sectors with labor-market demand. This is an excellent opportunity to diversify the partnerships and build a stronger career pathways system among education, workforce, and community leaders through sustained relationships. Check with the NCCCS Perkins Team for guidance on partner recruitment, such as lists of contacts from relevant workforce, economic, and community development agencies.

In addition to identifying stakeholders, colleges need to select a core leadership team to guide the needs assessment and local application process and facilitate final decision making.

This leadership team will likely consist of CTE program administrators and other key local decision makers. The team will look different based on the size and characteristics of each institution, service area or district, but the team should have in-depth knowledge of the college’s career and technical education programs of study under review.

**3. Make a Plan for Seeking Feedback**

There are many options in organizing stakeholders when seeking feedback.

Industry advisory boards could be broadened to encompass all the suggested stakeholders or constitute a new group as a separate entity.

The stakeholders could convene regularly or meet with subsets of partners who have expertise for particular sections of the needs assessment.

Using a combination of strategies to provide opportunities for stakeholders to engage with each other and hear diverse perspectives is likely the best approach. In addition to meetings, feedback can be gained through **surveys, interviews, focus groups, listening sessions**, in person or virtually – consultation does not have to be conducted entirely face-to-face.

In collaborating for stakeholder feedback ask:



Does the college or region already survey employers, students, and parents? Is the information they provide on a regular basis sufficient? Are additional questions needed to increase the relevance and effectiveness of the survey?

Does a representative of the college already participate in monthly or regular meetings with stakeholder groups? Could the representative be added to the agenda regularly to engage with community leaders on specific issues relevant to the needs assessment?

Identifying possible information collection opportunities that fit seamlessly with existing work will make the process easier and more effective. After identifying and noting existing mechanisms, look for gaps in that outreach and consider ways to gather input from stakeholders who may not already be part of current activities. Develop a continual feedback loop with key stakeholder groups to meet ongoing consultation requirements. To keep partners engaged, regularly share with them the results of their input and publicly recognize their contributions.

ACTE provides guides, toolkits with sample documents, and best practices for engaging community partners. These can be found at <https://www.acteonline.org/professional-development/high-quality-cte-tools/business-and-community-partnerships/>

#### **4. Gather and Develop Materials**

Build evidence for the needs assessment by compiling already-available sources of regional, state, and local information, and developing plans to collect new data.

Needed data can come from sources such as college Institutional Effectiveness program reviews, NCCCS data dashboards, student performance data, student and parent survey findings, and feedback from local industry advisory boards, or from external sources, including the regional Workforce Development Board and NC Department of Commerce labor-market information (LMI). Ensure that collection of information from a variety of sources is consistent, meaningful, and useful.

Findings from surveys and transcripts from focus groups and listening sessions can be used, in turn, to spark further discussion among stakeholders. Look to local and state partners for resources to help develop questions and deploy surveys. An important part often overlooked with the initial and ongoing needs assessment is the discussion with stakeholders as the colleges strives to improve their CTE programs of study.

The college may decide to commission one or more separate evaluations to fulfill parts of the needs assessment. An external evaluator could be a faculty member or graduate student from a local university, a program evaluation expert from a national association, a professional evaluator employed by an evaluation firm, a volunteer from the community, or a business partner who has evaluation experience and is willing to donate their time.

No one area is identified in the Act as more important than another, and to meet federal requirements the needs assessment must cover all the requirements outlined in some way.

The Perkins CTE Team at the Community College System Office is available to assist colleges as they conduct their CLNA. We encourage reaching out for assistance.

## CLNA Formats

There are three formats for Comprehensive Local Needs Assessments (CLNAs):

1. **Performance Indicator Review CLNA** – Required. A review of performance data of all curriculum CTE students disaggregated by special population for each of the three postsecondary core indicators of performance.
2. **CTE Program CLNA** -- An analysis of CTE Program(s) or Program Areas using Perkins V Section 134 as a guide. Colleges often develop multiple Program CLNAs.
3. **Overarching CLNA** -- to allow Perkins resources to be used by the college across all CTE program areas, based on a specific strategy or a focus on broad student needs (as needed). This may include a CLNA for Career Exploration, Work-based Learning, or Student Supports.

The following pages include guidance/directions for each CLNA format.

## **Performance Indicator Review CLNA**

### **Overview:**

Per Perkins V section 134(c)(2)(A) the Comprehensive Local Needs Assessment must include:

“An evaluation of the performance of the students served by the [community colleges] with respect to state determined and local levels of performance established pursuant to section 113, including an evaluation of performance for special populations and each subgroup described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965.”

Students included in the data are “CTE Concentrators”. CTE Concentrators are CTE Curriculum students who are coded in a certificate, diploma, or degree CTE Program and have also earned at least 12 CTE credits. NCCCS has begun collecting statewide data for each special population, but not all have been collected for long enough to create data for analysis. To date, the data includes students with disabilities, students who are economically disadvantaged, students who identify as a minority race or ethnicity, and students in nontraditional field programs. (see definitions below for each category). As more data is received, more fields will be included in these charts.

Charts have been developed for each college using current, available data. For some categories on the graph, there is no statewide data. It may be possible to obtain the data from your Institutional Research office. Since this is an internal review, low numbers may still be useful to your analysis. However, this data is not available from the state-level public dashboards. Specifically:

- If there is an asterisk (\*) next to a race, ethnicity, or gender, then there are fewer than 20 students in the data and the data is suppressed on the state-level public dashboards.
- Data for single parent/pregnant women, out of workforce, and English learners are not currently collected in Colleague.
- Since race and ethnicity tend to be suppressed for many colleges, it was decided to combine American Indian/Alaskan, Asian, Hawaiian/Pacific Islander, Multiple, and Unknown numbers when further subdividing by gender into a category titled “Other/Unknown race” (those other than Black and White).

Details on how each indicator is calculated is on the “Metric Details” tab in the dashboards at

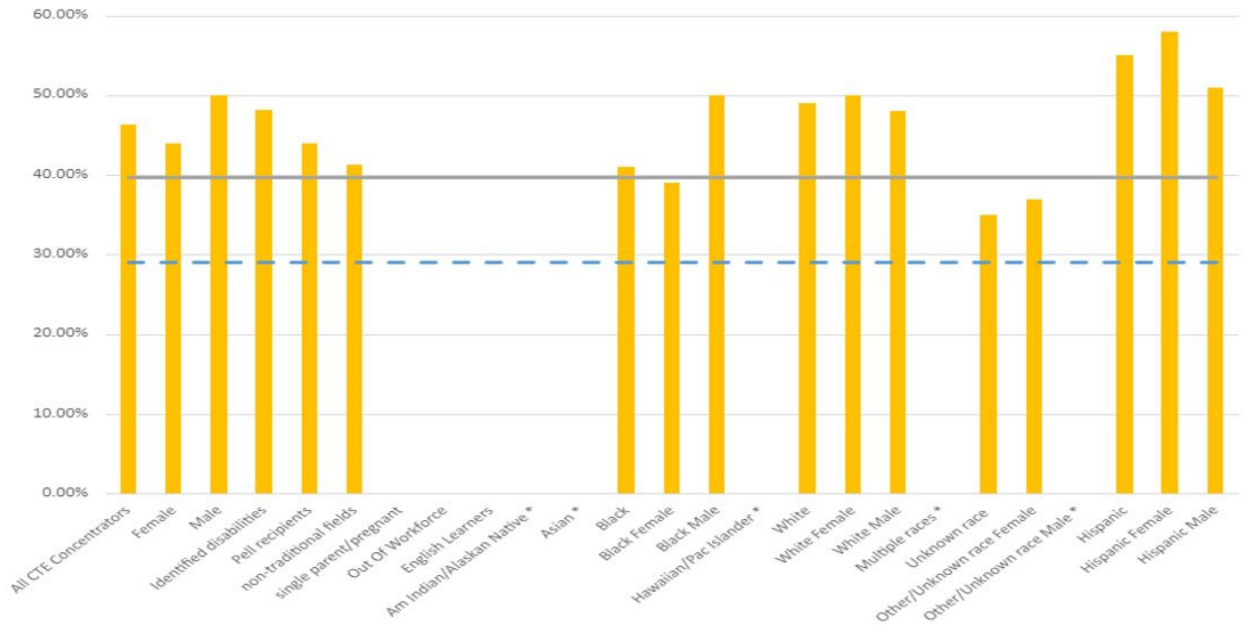
<https://www.nccommunitycolleges.edu/analytics/dashboards/cte-perkins-v-summary>

### **Directions:**

Review bar charts for 1P1, 2P1, and 3P1 to determine gaps in performance compared to the state and the college’s negotiated levels of performance for each indicator. Additionally, noteworthy differences in performance between subpopulations should be identified.

A list of gaps by performance indicator should be determined. NCCCS has provided a template by indicator to use. This should be submitted to the Comprehensive Local Needs Assessment course in NCP Perkins. There is a separate link for this submission in a section titled “Performance Indicator Data Analysis”.

**Example bar chart:**



**Key:**

The grey solid line is the community college’s negotiated level of performance for the data year.

The blue dashed line is the state’s negotiated level of performance for the data year.

\* means there is less than 20 in the data set, therefore the performance measure is suppressed.

“Other/Unknown race” is a combination of races other than Black and White when subdividing by gender in order to have less suppressed data fields.

There is no current data for Single parent/ pregnant woman, Out of Workforce, or English Learners.

## Definitions:

**1P1: Postprogram Placement:** The percentage of CTE Concentrators who completed a CTE program of study during the previous reporting year, who remain enrolled in postsecondary education or are placed in employment during the subsequent fall semester.

**2P1: Earned Recognized Postsecondary Credential:** The percentage of CTE Concentrators who received a recognized postsecondary credential (Certificate, Diploma, and/or Associate Degree) during the reporting year.

**3P1: Nontraditional Program Concentration:** The percentage of nontraditional CTE Concentrators in programs of study that are nontraditional for their gender.

## **Special Populations (Perkins V Section 3(48))**

1. **Individuals with disabilities** – At the postsecondary level this data is available from your college disability services office and includes students who self-identify that they have a disability and meet the eligibility criteria in Section 504 of the Rehabilitation Act.  
See <https://www2.ed.gov/about/offices/list/ocr/transition.html>  
<https://www2.ed.gov/about/offices/list/ocr/504faq.html> for information on 504 requirements at the postsecondary level.
2. **Individuals from economically disadvantaged families**, including low-income youth and adults – Currently identified for data reporting purposes as students receiving Pell grants.
3. **Individuals preparing for non-traditional fields** - Identified by students preparing for curriculum CTE Programs identified by the National Alliance for Partnerships in Equity (NAPE) as nontraditional occupations (last updated in 2020).  
See <https://napequity.org/nontraditional-occupations-crosswalk/>
4. Individuals who identified as a **minority** race or ethnicity - Minority races are defined as Black, Hispanic, Asian/Pacific Islander, or American Indian/Alaska Native.  
<https://nces.ed.gov/pubs2008/2008156.pdf> page iii, footnote 1 and also the US Census footnote says minority is defined “as any race and ethnicity combination other than non-Hispanic and White.” And <https://www.census.gov/library/visualizations/2021/comm/employer-firms.html>
5. **Single parents, including single pregnant women** – Not currently collected in Colleague  
Individual with a dependent child or children who is unmarried, widowed or divorced and not remarried.
6. **Out-of-workforce Individuals** – Not currently collected in Colleague. Out-Of-Workforce is defined in Perkins V Section 3(36) as
  - (A) An individual who is a displaced homemaker, as defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102); or

(B) An individual who –

(i)(I) has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills; or

(II) is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under such title; and

(ii) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

Note that this definition specifically relates to people who have had caregiving responsibilities that have impacted their ability to work or develop marketable skills.

7. **English Learners**– Not currently collected in Colleague. Students whose primary language is not English, and they have difficulty communicating effectively in English.
8. **Homeless individuals** described in section 725 of the McKinney-Vento Homeless Assistance Act – Only evaluated at the secondary level, though colleges are encouraged to serve this population.
9. **Youth who are in or have aged out of, the Foster Care System** – Only evaluated at the secondary level, though colleges are encouraged to serve this population.
10. **Youth with a parent who is a member of the armed forces and is on active duty** – Only evaluated at the secondary level, though colleges are encouraged to serve this population.

# Performance Indicator Review CLNA Template

## Review of Data on All Curriculum CTE Students by Performance Indicator

**College:**

**Date:**

**For each indicator, identify gaps in performance** (*in the chart, student groups whose bars don't reach the horizontal solid and dashed lines showing negotiated rates; can also be student groups whose bars are low relative to those of other student groups*):

**1P1: Postprogram Placement:** The percentage of CTE Concentrators who completed a CTE program of study during the previous reporting year, who remain enrolled in postsecondary education or are placed in employment during the subsequent fall semester.

Gaps:

- 1.
- 2.

**2P1: Earned Recognized Postsecondary Credential:** The percentage of CTE Concentrators who received a recognized postsecondary credential (Certificate, Diploma, and/or Associate Degree) during the reporting year.

Gaps:

- 1.
- 2.

**3P1: Nontraditional Program Concentration:** The percentage of nontraditional CTE Concentrators in programs of study that are nontraditional for their gender.

Gaps:

- 1.
- 2.

## CLNA for Programs

### CLNA Worksheet Part A: Student Performance

The law requires an evaluation of the student's performance based on Perkins V's core indicators of performance, including disaggregated for the subpopulations defined in Perkins V. To the extent possible, data must be disaggregated by gender, race, ethnicity, and by each of the special populations categories. The postsecondary core indicators of performance are **1P1: Postprogram Placement**, **2P1: Earned Recognized Postsecondary Credential**, and **3P1: Nontraditional Program Concentration**. (For more information on the performance indicators go to the Metric Details tab on <https://www.nccommunitycolleges.edu/analytics/dashboards/cte-perkins-v-summary>)

Most disaggregated data at the postsecondary level come from information self-reported by students. The state data systems currently have limited field capabilities; therefore, the needs assessment will be conducted by the college using available raw data and NC Community College System dashboards. Additional information that will be collected by CFNC and in Colleague starting in 2023-24 will enable the System Office to provide additional data on subpopulations in future CLNAs. Some colleges have more extensive data on their CTE student subgroup enrollment and performance than the System Office does, so please check with your Institutional Effectiveness office and Registrar to learn what data may be available to you.

Review data collected, including any notes from interviews, surveys, advisory group meetings, focus groups, and other methodologies. Discuss each of these questions. Assign a notetaker to record the discussion. The final version may be written **electronically** on the following form. At the end, via consensus, assign a rating and rationale to this part of the CLNA.

Materials Needed	Resources
<ul style="list-style-type: none"><li>Perkins performance data for the past three years disaggregated by CTE program area and special population groups</li><li>Comparison data for 'all' students – Secondary comparisons for graduation rates, academic performance, and placement – Postsecondary comparisons for credential attainment and placement.</li><li>Strategies utilized to address performance gaps for specific subgroups along with outcomes for the strategies attempted</li></ul>	<p>NCCCS System Research Performance Management Dashboards <a href="https://www.nccommunitycolleges.edu/analytics/dashboards">https://www.nccommunitycolleges.edu/analytics/dashboards</a></p> <p>Bar charts with CTE performance indicator data disaggregated by Perkins special populations, provided by the System Office to colleges for their Performance Indicator Review CLNA development. (Excel file)</p> <p>Your college Institutional Effectiveness Staff and Registrar. Specifically, the Comprehensive Curriculum Student Report (formerly known as CRPFA)</p> <p>National Alliance for Partnerships in Equity (NAPE) Program Improvement Process for Equity <a href="https://napequity.org/">https://napequity.org/</a></p>



Suggested Strategy:

- Focus the process on building the economic capacity of the region
- Assemble groups by CTE career cluster/program to examine data. If data does not currently exist, create a plan to obtain the data for future needs assessments.
- Identify significant differences in performance between subpopulations and across programs, consider the root causes of equity gaps to help identify corresponding practices that can combat inequity in the CTE programs
- In the assessment process you will find program strengths to be celebrated and challenges or gaps to be addressed. The following questions and tables are provided as a useful tool to summarize the data to be in the process. You can consider conducting surveys, interviews and focus groups with educators, counselors, students, and/or parents to gather information on program outcomes with emphasis on equity for students enrolled in CTE programs of study.

**Plus** – strengths, going well, want to continue

**Delta** – challenge, needs work, needs change, lacking

PART A: Evaluation of Student Performance		
Questions to Consider	Plus - Notes	Delta - Notes
1. How are students in each CTE program performing on federal accountability indicators in comparison to non-CTE students? Where do the biggest gaps in performance exist between subgroups of students?		
2. How are students from special populations performing in each CTE program? What are the potential root causes of inequities in performance in each CTE program?		
3. How are students from different genders, races and ethnicities performing in each CTE program?		
4. Which CTE programs overall have the highest outcomes and which have the lowest?		
5. Is there a trend across all CTE programs?		

Use the following rating for each evaluation and action step

- 1 Significant gaps and/or multiple gaps exist
- 2 Some gaps exist, and/or there is not a concrete plan to address them
- 3 Very few gaps exist, and there are processes in place to close the remaining gaps
- 4 No gaps exist

PART A: Evaluation of Student Performance		
Rating	Rationale and Potential Action Steps	Perkins V Required Activity

## CLNA Worksheet Part B-1: Size, Scope, & Quality

This section of the law requires an assessment of:

1. Whether the college offers enough courses and programs to meet the needs of the student wanting to enroll in programs and current and projected workforce needs.
2. Whether those programs are sufficiently broad as well as vertically aligned and linked to the next level of education; and
3. How the quality of program delivery serves to develop student knowledge and skills and prepare them for success.
  - **Size:** Addresses such factors as the minimum number of programs offered by each eligible recipient, or available to each student; the minimum number of courses offered within each program or pathway; or minimum class size. Definitions may differ on the secondary and postsecondary levels.
  - **Scope:** Refers to program sequencing, from introductory to more advanced curriculum; linkages between secondary and postsecondary education; and the program's ability to address the full breadth of the subject matter.
  - **Quality:** Addresses the college ability to impart to students the skills and knowledge necessary for success; and or a plan for continuous improvement, as well as the presence of an advisory committee, or evidence of teacher/faculty qualifications.

Review data collected including any notes from interviews, focus groups, or other methodologies. Discuss each of these questions. Assign a notetaker to record the discussion. The final version should be written electronically on the following form. At the end, via consensus, assign a rating and rationale to this part of the CLNA.

It should be noted that a recently updated "Curriculum Standard" may provide most of the information required regarding size scope and quality. The rigorous process for initial program approval and modification requires a needs assessment.

Materials Needed	Resources
<p>Size:</p> <ul style="list-style-type: none"> <li>• Workforce need compared to numbers completing the program</li> <li>• Total number of program areas and number of courses within each program area</li> <li>• Total number of students who could be served by the eligible recipient, aggregate and disaggregated</li> <li>• CTE participant and concentrator enrollments for the past several years, aggregate and disaggregated</li> <li>• Number of students applying to the programs, if applicable</li> <li>• Number of students on waiting lists, if applicable</li> <li>• Survey results assessing student interest in particular CTE programs</li> </ul> <p>Scope:</p> <ul style="list-style-type: none"> <li>• Documentation of course sequences and aligned curriculum to industry needs</li> <li>• Credit transfer agreements</li> <li>• Data on student retention and transition to postsecondary education within the program of study</li> <li>• Descriptions of dual/concurrent enrollment programs, and data on student participation</li> <li>• Data on student attainment of credentials and articulated credit</li> <li>• Curriculum standards that show depth and breadth of programs</li> <li>• Opportunities for extended learning within and across programs of study</li> </ul> <p>Quality:</p> <p>In addition to the materials listed throughout this document, it would be appropriate to consult curriculum standards and frameworks, partnership communications and engagement activities, safety requirements, work-based learning procedures, CTSO activities and alignment, data collection mechanisms and program improvement processes, and employer survey data.</p>	<p><a href="http://www.nccareers.org">www.nccareers.org</a> for labor market needs</p> <p>NCCCS System Research Performance Management Dashboards  <a href="https://www.nccommunitycolleges.edu/analytics/dashboards">https://www.nccommunitycolleges.edu/analytics/dashboards</a></p> <p>NC Community Colleges Program Curriculum Standards  <a href="https://www.nccommunitycolleges.edu/academic-programs/curriculum-standards">https://www.nccommunitycolleges.edu/academic-programs/curriculum-standards</a></p> <p>Your college’s Institutional Effectiveness Staff</p> <p>National Alliance for Partnerships in Equity (NAPE) Program Improvement Process for Equity.  <a href="https://napequity.org/">https://napequity.org/</a></p>

*\*Youth is defined pursuant to the WIOA definition as 16-24 years old.*

When evaluating **size**, consider the number of programs and courses offered, as well as the number of students served by CTE programs in relation to the total student population that could be served. Examine longitudinal data, both in the aggregate and disaggregated by Perkins-defined special populations and subgroups and look forward to examining student enrollment projections over the next few years.

To evaluate **scope**, consider how the programs align and articulate offerings across learner levels, including curriculum, instruction, faculty and staff, facilities and equipment, and career development activities. Examine policies for, participation in and outcomes of credit transfer agreements and dual/concurrent enrollment programs.

Explore whether the program is delivering the full breadth of knowledge and skills within each subject area, or if there are gaps in the curriculum and opportunities that are provided. To assess this breadth, compare the curricular offerings to state standards and state-developed programs of study, if applicable, within each CTE subject area. Also consider if extended learning experiences, such as work-based learning, career technical student organizations (CTSOs), and articulated credit, are available across all programs of study, or only in some.

To evaluate **quality**, consider whether the various aspects of the program—curriculum, instruction, career development, work-based learning and more—are designed and delivered in a way that imparts to students the skills and knowledge necessary for success. One way to accomplish this is to compare the program delivery and implementation to a relevant set of quality standards from the state or from a third party, such as a national organization or accreditor.

The following questions and tables are provided as a useful tool in summarizing the data and root cause analysis. You may also consider conducting surveys, interviews or focus groups with educators, counselors, students, and/or parents to gather feedback on outcomes of the programs related to equity.

**Plus** – strengths, going well, want to continue  
**Delta** – challenge, needs work, needs change, lacking

PART B-1: Program Size, Scope, and Quality		
Questions to Consider	Plus - Notes	Delta - Notes
1. What are the programs in which students are choosing to enroll and not to enroll?		
2. Are there programs with low student enrollment and high industry demand?		
3. Is the college offering a sufficient number of courses, and course sections, within each program of study?		

PART B-1: Program Size, Scope, and Quality		
Questions to Consider	Plus - Notes	Delta - Notes
4. What percent of students complete a certificate, diploma, degree or other postsecondary credential? How are programs of study designed to ensure students completion?		
5. Describe conversations with secondary, postsecondary and business/industry concerning developing a robust skill set in each program, the role of business and industry in development and delivery of programs of study and how quality standards are incorporated as required by industry?		
6. How is work-based learning incorporated into each program of study?		

Use the following rating for each evaluation and action step

- 1 Significant gaps and/or multiple gaps exist
- 2 Some gaps exist, and/or there is not a concrete plan to address them
- 3 Very few gaps exist, and there are processes in place to close the remaining gaps
- 4 No gaps exist

PART B-1: Evaluation of Program Size, Scope, and Quality		
Rating	Rationale and Potential Action Steps	Perkins V Required Activity

## CLNA Worksheet Part B-2: Labor Market Alignment

This section of the Act [(§134(c)(2)(B)(ii)(I))] requires the team to consider the alignment between programs offered and the labor-market needs of the local area, state, and/or region. Identify the state definitions or thresholds for “in-demand industry sectors or occupations.” State and local lists of in-demand sectors and jobs should be examined first to ground your analysis. It is important to “regionalize” the data to emphasize the local applicability of the needs assessment. In your review, include a gap analysis of the industry needs compared to the capacity of the educational institutions to meet the current and projected needs.

Consider long-term projections in addition to immediate labor market needs, particularly if your programs have a longer time horizon. Local workforce development boards, NC Commerce, and local unions or industry associations may have information you can use and should be included on this committee.

As Perkins V continues to focus on aligning programs of study to high-wage, high-skill, or in-demand occupations, eligible recipients will provide an analysis of how CTE programs are meeting workforce and economic development needs. The assessment will look at how different resources are used to determine which CTE programs of study are made available for students.

As the college analyzes these data, focus on comparing the number of students graduating in each CTE program area to the number of projected job openings in relevant occupations. Be sure to look into the future, keeping in mind that the needs assessment will be the foundation of planning for four years of activities through the local Perkins grant application. Also remember that occupations for which your college programs are preparing students may be found across multiple industries.

The state- and local-validated sources of information mentioned will be fundamental. However, easy-to-use online tools can serve as secondary sources and conversation starters. These include:

- [NCcareers.org](https://www.nccareers.org), which displays the promising jobs for each part of the state as well as many other useful tools.
- NC Department of Commerce’s [Labor Market Information](#) data, tools, and publications
- [CareerOutlook.US](https://www.careeroutlook.us), which displays recent and projected employment and current wages by state and occupation.
- [DataUSA.io](https://datausa.io), which can be filtered by city or county and includes recent industry, occupation and wage data; and real-time, local job postings from online search engines.
- Some colleges may have also turned to analytics firms to mine real-time, job-postings data.

In addition to labor-market information (LMI), feedback from your local industry representatives and, if possible, your alumni, is critical. Local employer input can help to identify trends that may not be evident in reported data, particularly in emerging career areas, and to describe skill needs across industries. Gather employer input through informal discussions, surveys, and/or focus groups. To learn whether students who have completed CTE programs are succeeding in the workforce, consult alumni follow-up survey results. Check with the state CTE agency to see if it has access to linked education, employment, and earnings data that can be disaggregated for your institution, district, or service area.

Review data collected including any notes from interviews, focus groups, or other methodologies. Discuss each of these questions. Assign a notetaker to record the discussion. The final version should be written electronically on the following form. At the end, via consensus, assign a rating and rationale to this part of the CLNA.

Materials to Review	Resources
<ul style="list-style-type: none"> <li>• Results of any available gap analysis on educational outcomes and employment needs (from the state or separately commissioned)</li> <li>• State- and local-defined lists of in-demand industry sectors and/or occupations</li> <li>• State and locally defined in-demand soft skills</li> <li>• State and local Labor Market Information (LMI)</li> <li>• Real-time job postings data from online search engines, possibly with analytics support from a data firm</li> <li>• Input from business and industry representatives, with particular reference to opportunities for special populations</li> <li>• Alumni employment and earnings outcomes from a state workforce agency or state longitudinal data system, or findings from a follow-up survey of alumni</li> <li>• Chamber of Commerce trend data</li> <li>• Labor Union information</li> </ul>	<p>NCCCS System Research Performance Management Dashboards  <a href="https://www.nccommunitycolleges.edu/analytics/dashboards">https://www.nccommunitycolleges.edu/analytics/dashboards</a></p> <p>NC Department of Commerce Labor Market Information  <a href="https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools">https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools</a></p> <p>State and Local Career Information:  <a href="https://nccareers.org/">https://nccareers.org/</a></p> <p>Your Institutional Effectiveness Office (and additional data tools they may have)</p> <p>Local and Regional Economic Development Entities (economic development councils, chambers of commerce, and other entities)</p> <p>Industry Associations</p> <p>Employers</p>

*\*Youth is defined pursuant to the WIOA definition as 16-24 years old.*

The following tables are provided as a useful tool to summarize and supplement the data and root cause analysis, consider conducting surveys, interviews or focus groups with educators, counselors, students, and/or parents to gather feedback on outcomes of your programs related to equity.

**Plus** – strengths, going well, want to continue

**Delta** – challenge, needs work, needs change, lacking



Questions to Consider	Plus - Notes	Delta - Notes
PART B-2: Labor Market Alignment		
1. What are the highest projected growth industries in the region? What occupations are part of that industry?		
2. How are CTE programs aligned to projected job openings? How are gaps identified and minimized?		
3. Is there additional content that should be added to better align with employer demand?		
4. Where are completers able to obtain employment?		
5. What emerging occupations are available for students in each program?		

Use the following rating for each evaluation and action step

- 1 Significant gaps and/or multiple gaps exist
- 2 Some gaps exist, and/or there is not a concrete plan to address them
- 3 Very few gaps exist, and there are processes in place to close the remaining gaps
- 4 No gaps exist

PART B-2: Evaluation of Labor Market Alignment		
Rating	Rationale and Potential Action Steps	Perkins V Required Activity

## Program Implementation

While the following four components of the needs assessment are treated separately in the law, they all pertain to the **quality and implementation of 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, these four components address the decisions that the college makes when delivering CTE programs, including:

- which programs to offer;
- how to pursue alignment across learner levels and between academic, technical, and employability skill standards;
- college's curriculum and instructional strategies;
- what opportunities for work-based learning, career and technical student organization (CTSO) participation, and articulated credit are provided;
- how the college supports faculty and staff; and
- how the college ensures access and equity for all CTE students.

The college may choose to approach the rest of the needs assessment holistically through an evaluation process that encompasses all of these quality program components.

The key is to capture the full breadth of program quality and implementation. Findings from recent (or upcoming) program evaluations conducted by your college as part of a program review process or by a third party, such as a national accreditor, can form a basis for this comprehensive evaluation of program delivery and implementation. However, additional input from local stakeholders will likely be needed.

If no such evaluations are available, or if the scope of these evaluations fails to meet your needs, an evaluation of the college's programs can be conducted by demonstrating how they measure against a relevant set of standards.

These could be standards already in place in the state, or standards from a legitimate third-party organization, such as

- ACTE's evidenced based **Quality CTE Program of Study Framework**, which includes nearly 100 indicators across 12 elements to capture the breadth of activities that impact program scope, delivery, implementation, and quality, including elements related to the quality of program staff as well as equity and access.
- Southern Regional Education Board (**SREB**) **Career Pathway Reviews** and Curriculum and Instruction Reviews, which are conducted as part of SREB Needs Assessment Visits
- **Linked Learning Essential Elements of Pathway Quality** - National Center for College & Career Transitions' Design
- Specifications for Implementing the **College and Career Pathways** System Framework
- Tools from the **Council for Occupational Education** and from regional accreditors

To make the evaluation more manageable for larger districts, service areas, or institutions, the college may consider assessing the overall quality of all of the CTE programs, then selecting either a *sample of programs of study to evaluate individually each time the needs assessment is updated* or a few priority elements to review, such as work-based learning or student career development.

While this holistic evaluation of program quality and implementation will yield the least duplication, for ease of understanding the requirements as presented in law, we have laid out each of the four needs assessment components related to program implementation separately as follows. Included are particular materials to gather and questions to ask about the nature of the college programs with respect to these specific topics. There is some duplication among these four components, which is noted.

## CLNA Worksheet Part C: Progress Toward Implementing Programs of Study

Consider how well the college is implementing the full scope of programs of study, defined in Perkins V as “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.”

Colleges are required to submit their current 9-14 CTE Pathways/Programs of Study each year in the Basic Grant Moodle, specifically for the program areas to be funded by Perkins. This will help NCCCS review the progress toward implanting Programs of Study and in reviewing your Perkins plan.

Review data collected including any notes from interviews, focus groups, or other methodologies. Discuss each of these questions. Assign a notetaker to record the discussion. The final version should be written electronically on the following form. At the end, via consensus, assign a rating and rationale to this part of the CLNA.

Materials Needed	Resources
<ul style="list-style-type: none"> <li>• Documentation of course sequences and aligned curriculum for each CTE program</li> <li>• Standards for academic, technical, and employability skills taught per course</li> <li>• Trend data on dual and concurrent enrollment in CTE programs</li> <li>• Definitions used for alignment, dual and concurrent enrollment, academic and technical standards</li> <li>• Trend data on student participation</li> <li>• Advisory committee notes/minutes</li> <li>• Data on credential attainment by type</li> <li>• Notes on industry participation</li> <li>• Documentation of 9-14 Pathways</li> </ul>	<p>US Department of Education, Institute of Education Sciences (2021) <a href="#">Designing and Delivering Career Pathways at Community Colleges</a></p> <p>Advance CTE (2018) “<a href="#">Ensuring Career Pathway Quality: A Guide to Pathway Intervention</a>”</p> <p>ACTE (2018) “<a href="#">Quality CTE Program of Study Framework</a>”</p> <p>Southern Regional Education Board (SREB) <a href="#">Career Pathway Reviews</a></p> <p>Linked Learning “<a href="#">Essential Elements for Pathway Quality</a>”</p>

*\*Youth is defined pursuant to the WIOA definition as 16-24 years old.*

This section overlaps with the scope and quality components previously outlined in the needs assessment, as well as with the labor market alignment analysis. This is your opportunity to do a close review of the structure of your programs as well as the extended opportunities they provide to students, such as opportunities for dual enrollment at the secondary level and building on postsecondary coursework leading to a certificate, diploma, or degree.

The following tables are provided as a useful tool to supplement the data and root cause analysis, consider conducting surveys, interviews or focus groups with educators, counselors, students, and/or parents to gather feedback on outcomes of your programs related to equity.

**Plus** – strengths, going well, want to continue

**Delta** – challenge, needs work, needs change, lacking

Questions to Consider	Plus - Notes	Delta - Notes
<b>PART C: Progress Toward Implementing CTE Programs and Programs of Study</b>		
1. How fully are the programs of study aligned and articulated across secondary and postsecondary education? (i.e. grade 9-14 POS)		
2. How do the programs of study incorporate relevant academic, technical, and employability skills at every learner level?		
3. Are students being retained in the same program of study? (i.e., matriculation from secondary to postsecondary for diploma/degree completion?)		
4. Do students in the programs of study have multiple entry and exit points?		
5. Are students in the programs earning recognized postsecondary credentials? Which credentials are earned at each level (certificate, diploma and degree)?		

Questions to Consider	Plus - Notes	Delta - Notes
6. What are the roles of secondary and postsecondary partners in current program of study design and delivery? To what extent do faculty work together to ensure complementary and seamless course content in this program?		

Use the following rating for each evaluation and action step

- 1 Significant gaps and/or multiple gaps exist
- 2 Some gaps exist, and/or there is not a concrete plan to address them
- 3 Very few gaps exist, and there are processes in place to close the remaining gaps
- 4 No gaps exist

PART C: Progress Toward Implementing CTE Programs and Programs of Study		
Rating	Rationale and Potential Action Steps	Perkins V Required Activity

## CLNA Worksheet Part D: CTE Educator Recruitment, Retention, and Training

Perkins V Section 134(c)(2)(D) requires the college to assess and develop plans to improve the quality of their CTE faculty and staff through recruitment, retention, and professional development, with attention paid to diversity in the profession.

Ground the evaluation of this section in state and/or local policies and relevant terms defined in Perkins V, particularly the definition of “professional development,” which emphasizes sustainability, relevance, and quality of these experiences.

When assessing the state of the college’s educators, take a comprehensive view of what you know about educators, administrators, staff, and guidance and career advisement professionals across your CTE programs. Evaluate what these educators bring to the table; their preparation and credentialing in comparison to state or institution requirements; and the ways they demonstrate their commitment to the profession through pursuit of advanced certification or extensive professional development. Look for gaps in expertise within and across programs. In addition, consider how to recruit educators and staff and prepare them for their responsibilities, particularly new educators coming from an industry background.

To take this analysis further, compare the current staff capacity to the college’s future plans. For instance, if the college intends to develop new programs of study or expand career development services in the next four years, look at the current staff and make projections about where the college needs to increase skills or hire new people.

It is also vital to evaluate the ways in which the college is supporting faculty and staff through wages, benefits, professional development, and recruitment and retention activities. Develop surveys or conduct focus groups to seek feedback on faculty and staff needs and preferences.

In addition, consider the methods for recruiting and retaining educators and staff from populations traditionally underrepresented in the profession. Analyze the demographics of the teachers and staff in comparison to the makeup of your student body and consider to what extent students are learning from educators who reflect themselves and their communities.

To make this more robust, conduct a root causes and strategies analysis similar to that outlined in the Student Performance and Progress Toward Improving Access and Equity sections of this publication, and consult colleagues who worked on teacher shortage and diversity issues for ESSA.

Review data collected including any notes from interviews, focus groups, or other methodologies. Discuss each of these questions. Assign a notetaker to record the discussion. The final version should be written electronically on the following form. At the end, via consensus, assign a rating and rationale to this part of the CLNA.

Materials Needed	Resources
<ul style="list-style-type: none"> <li>• Data on faculty, staff, administrator, and counselor preparation, credentials, salaries and benefits, and demographics</li> <li>• Student and community demographic data</li> <li>• Description of recruitment process</li> <li>• Description of retention process</li> <li>• Description of professional development, mentoring, and externship opportunities</li> <li>• Policy on professional development requirements for instructors (full-time and adjunct)</li> <li>• Data on educator participation in professional development, mentoring, and externships</li> <li>• Findings from educator evaluations or other resources about impact of professional development, mentoring, and externships</li> <li>• Survey or focus results conducted with educators regarding needs and preferences</li> <li>• Trend data on educator and staff shortage areas in terms of CTE area and demographics (at least past 5-10 years)</li> <li>• Trend data on educator and staff retention in terms of CTE area and demographics (at least past 5-10 years)</li> </ul>	<p>NCCCS System Research Performance Management Dashboards  <a href="https://www.nccommunitycolleges.edu/analytics/dashboards">https://www.nccommunitycolleges.edu/analytics/dashboards</a></p> <p>College Faculty Professional Development Plans</p>

*\*Youth is defined pursuant to the WIOA definition as 16-24 years old.*

Strategies could include developing a work group to examine data including educators, career guidance professionals, and human resources staff. Or you could develop a focus group or conduct interviews with veteran teachers; developing teachers; individuals charged with selecting, designing, and implementing professional development; and human resource staff.

The following tables are provided as a useful tool if you choose to use it. The following form to supplement the data and root cause analysis, consider conducting surveys, interviews or focus groups with educators, counselors, students, and/or parents to gather feedback on outcomes of your programs related to equity.



**Plus** – strengths, going well, want to continue

**Delta** – challenge, needs work, needs change, lacking

Questions to Consider	Plus - Notes	Delta - Notes
PART D: CTE Faculty & Staff Recruitment, Retention, and Training		
1. Describe the diversity in the college's faculty and staff. Does it reflect the demographic makeup of the student body or service region?		
2. What processes are in place to recruit new educators both internally and externally?		
3. What onboarding processes are in place to bring new instructors, both permanent and adjunct, into the system?		
4. What has been the impact of the onboarding processes for new instructors, especially instructors coming from industry?		
5. What substantive and effective professional development (PD) activities are offered around CTE academic and technical instruction? How is need for PD identified?		
6. How does your college provide, approve, and fund professional development activities to improve CTE faculty and staff?		

Use the following rating for each evaluation and action step

- 1 Significant gaps and/or multiple gaps exist
- 2 Some gaps exist, and/or there is not a concrete plan to address them
- 3 Very few gaps exist, and there are processes in place to close the remaining gaps
- 4 No gaps exist

PART D: CTE Faculty & Staff Recruitment, Retention, and Training		
Rating	Rationale and Potential Action Steps	Perkins V Required Activity

## CLNA Worksheet Part E: Progress Toward Improving Equity and Access

The law requires an **evaluation of your progress in providing equal access to CTE programs**, particularly CTE programs that lead to strong positive outcomes for students, and in providing CTE in a way that maximizes success for special populations. Specifically, §134(c)(2)(E) says

(E) A description of progress toward implementation of equal access to high-quality career and technical education courses and 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 programs for special populations
- (ii) providing programs that are designed to enable special populations to meet the local levels of performance; and
- (iii) providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

Special populations are defined by Perkins V Section 3(48) as

- (A) Individuals with disabilities
- (B) individuals from economically disadvantaged families, including low-income youth and adults
- (C) individuals preparing for non-traditional fields
- (D) single parents, including single pregnant women
- (E) out-of-workforce individuals
- (F) English learners
- (G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a)
- (H) youth who are in, or have aged out of, the foster care system; and
- (I) youth with a parent who —
  - (i) is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and
  - (ii) is on active duty (as such term is defined in section 101(d)(1) of such title.

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Additionally, Perkins V, §114(e)(8)(B)(i) requires inclusion of the subgroups from the Elementary and Secondary Education Act of 1965, Section 1111(c)(2)(B). There is only one that is not already included:

- 10. Students from major racial and ethnic groups;

This component can be broken down into three subsections: **access, performance, and program delivery.**

1. Look at participation data for students from special populations and consider how to promote programs, recruit students, and provide career guidance. Strategies for inclusion include promotional materials that depict students from special populations, active recruitment of students from special populations, and career guidance that helps students from special populations choose a pathway that fits their goals and strengths.

2. Consider student performance data for special populations by bringing in the data disaggregation and root causes and strategies analysis conducted for the Student Performance section of the needs assessment. In consultation with stakeholders, develop plans to implement the strategies identified through the root causes and strategies analysis and measures to evaluate the progress on those strategies.
  
3. Consider program delivery through an equity lens. Look at the accommodations, modifications, and supportive services that are offered, and examine the curriculum, instruction, materials, and assessments for biased and discriminatory content. In addition, identify barriers to participation in work-based learning, CTSOs, and articulated credit opportunities, and the strategies for addressing those barriers. Deepen this analysis by conducting focus groups, surveys or interviews with students from special populations, their parents (if appropriate), and community-based organizations that work with special population groups. These outreach activities can help the college learn more about their needs and preferences and their perceptions of how well the programs are helping them reach their goals.

Review data collected including any notes from interviews, focus groups, or other methodologies. Discuss each of these questions. Assign a notetaker to record the discussion. The final version should be written electronically on the following form. At the end, via consensus, assign a rating and rationale to this part of the CLNA.

Materials to Review	Resources
<ul style="list-style-type: none"> <li>• Promotional materials</li> <li>• Recruitment activities for special populations</li> <li>• Career guidance activities for special populations</li> <li>• Processes for providing accommodations, modifications, and supportive services for special populations</li> <li>• Information on accelerated credit and credentials available for special populations</li> <li>• Procedures for work-based learning for special populations</li> <li>• Data on participation and performance for students from special populations</li> <li>• Findings from the root causes and strategies analysis from the Student Performance component</li> <li>• Findings from surveys/focus groups with students, parents (if applicable), and community organizations that represent special populations</li> </ul>	<p>NCCCS System Research Performance Management Dashboards  <a href="https://www.ncccommunitycolleges.edu/analytics/dashboards">https://www.ncccommunitycolleges.edu/analytics/dashboards</a></p> <p>Bar Charts with performance data provided to colleges for their review.</p> <p>Institutional Effectiveness Staff and Registrar. Specifically, the Comprehensive Curriculum Student Report (formerly known as CRPFA)</p> <p>National Alliance for Partnerships in Equity (NAPE) Program Improvement Process for Equity  <a href="https://napequity.org/">https://napequity.org/</a></p>

*\*Youth is defined pursuant to the WIOA definition as 16-24 years old.*

Strategies for this section include having your work group or a focus group to review the data. They may find it useful to conduct interviews with students and former students, parents, CTSO advisors, representatives of special populations, tribal organizations and representatives, business, industry, and community partners.

Use the following form to supplement the data and root cause analysis, consider conducting surveys, interviews or focus groups with educators, counselors, students, and/or parents to gather feedback on outcomes of your programs related to equity.

**Plus** – strengths, going well, want to continue

**Delta** – challenge, needs work, needs change, lacking

Questions to Consider	Plus - Notes	Delta - Notes
PART E: Progress Toward Improving Equity and Access		
1. Which population groups are underrepresented in your CTE programs overall? And in each program area?		
2. Which population groups are over-represented in CTE programs other than non-traditional gender?		
3. What are the differences between participant, concentrator* and completer data for each special population? What barriers prevent students from special populations from completing?		
4. What recruiting efforts are conducted to encourage special population students to enroll in high quality CTE programs? What seems to be effective? What seems to be producing little effect?		

5. Referring to the sections on program quality, labor market needs, and progress toward implementing programs of study, what enrollment discrepancies exist when comparing to programs that lead to high-wage, high-skill, and in-demand occupations?		
6. What accommodations, modifications and supportive services are available for each special population? Which are most effective? Which ones are under-utilized? How do students find out about them?		
7. Has the faculty been provided professional development in strategies to assist student learning, such as Universal Design for Learning?		

\* A CTE *participant* is an individual who completes not less than one course in a career and technical education program or program of study; a CTE *concentrator* is an individual who has earned at least 12 CTE credits within a career and technical education program of study or has completed such a program if the program encompasses fewer than 12 credits or the equivalent in total.

Use the following rating for each evaluation and action step

- 1 Significant gaps and/or multiple gaps exist
- 2 Some gaps exist, and/or there is not a concrete plan to address them
- 3 Very few gaps exist, and there are processes in place to close the remaining gaps
- 4 No gaps exist

PART E: Progress Toward Improving Equity and Access		
Rating	Rationale and Potential Action Steps	Perkins V Required Activity

## Merging Findings and Setting Priorities

Finishing the Perkins V Comprehensive Local Needs Assessment 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 that 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 critical as you conclude this process. Ensuring the stakeholder group understands the six required use of funds and the nine elements of the local application will be critical at this point. Armed with facts and information, the leadership team can work with the stakeholder group to do the final steps and prepare for the local application.

It is time to review your findings and prioritize the action steps identified in each section. Likely there are considerably more issues and actions than can be addressed at this time, however it is important to narrow the list of needs to a key set of actions that will have the greatest impact on the following:

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

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

- Part A: Which performance areas are providing the most difficulty? For which student groups? What can be done to address those needs?
- Part B-1: Which programs are strong and need to be supported to continue to keep momentum? Which programs are struggling and need to be discontinued or reshaped to be of adequate size, scope, and quality? Are there specific components of program quality that present challenges across career areas?
- Part B-2: Are programs adequately addressing current and emerging employer needs? Will programs allow students to earn a living wage when they become employed?
- Part C: Are secondary, postsecondary, and support systems aligned to ensure students can move through the pathway without barriers or replication? Are credentials awarded to students of economic value to students and employers?
- Part D: How can you get faculty to join your staff? What support is needed to retain effective instructors?

- Part E: Which special populations 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 NCCCS Perkins staff has created a form that may be used for each Program of Study that will be funded with Perkins grant monies to summarize the needs assessment gaps and action steps. This will be submitted to the System Office with the local application. See the form on the following page.



## CLNA for Programs Summary Report Template

1. College:
2. Date Submitted:
3. Program Area:
4. Which Program Titles within this Program Area will be funded with Perkins funds during 2020-21?  
List the program code of the highest credential offered (C, D or A). Also, indicate if In-Demand (ID), High-Skill (HS) or High-Wage (HW). For example, A35230 ID-HS-HW for an AAS in Electric Line Construction Technology.
5. Team/Stakeholders involved - must include required participants, see §134(e) (pg 6 in this guide)

Representative	Name	Organization/Position
Secondary District CTE Director		
High School CTE Teachers		
High School Career Development Coordinator		
<i>High School -- Other</i>		
College CTE Educators		
College CTE Administrators		
College Disability Services		
<i>College -- Other</i>		
Workforce Development Board(s) Director (or designee)		
Area Employers		
Economic Development/ Industry Associations		
CTE Students		
Vocational Rehabilitation		
Department of Social Services Director (or designee)		
Indian Tribe/tribal organization <i>(if applicable)</i>		
<i>Other stakeholders</i>		

6. Briefly explain gaps in each part of the CLNA as applicable to this program area. These gaps will directly link to activities funded on the activities/budget form.

A. Student performance
•
B1. Size, scope, and quality of program
•
B2. Alignment to local/regional labor market needs
•
C. Progress toward implementing 9-14 pathways and programs of study
•
D. Faculty and Staff recruitment, retention, and training
•
E. Progress toward improving access and equity for all students
•

## Program CLNA Summary Report Example

1. College: NCCCS Team Perkins Example
2. Date Submitted: October 19, 2021
3. Program of Study: Health Sciences Pathway
4. Which Program Titles within this Program Area will be funded with Perkins during 2020-21? List the program code of the highest credential offered (C, D or A). Also, indicate if In-Demand (ID), High Skill (HS) or High Wage (HW). For example, A35230 ID-HS-HW for an AAS in Electric Line Construction Technology.

A45110 Associate Degree Nursing

5. Team/Stakeholders involved

Representative	Name	Institution/Position
CTE Administrator	Patti Coultas	NCCCS CTE Coordinator
College CTE Administrator	Edward Rooney	CC/Dean of CTE
College CTE Educators	Maurice Phipps Maury Povich Morris Le Chat	CC/Instructor CC/Instructor CC/Instructor
College Disability Services	Joe Theisman	CC/Disability Services Director
College Student Services	Dr. Lucy Van Pelt	CC/VP of Student Services and Mental Health Director
High School CTE Administrator	Joe Louis Clark	HS/Career Development Coordinator
High School CTE Teachers	Sade Mizusawa Clara Barton	HS/CTE Teacher (health) HS/CTE Teacher (nursing)
CTE Students	Steven Hawking Theo Huxtable	CC CTE Students and representative of special populations
Vocational Rehabilitation, DSS, Other Service Agencies	Bill Sugarman Ellen Hill Toni McMahon Mary Wheeler	Vocational Rehabilitation County United Way Director Co. DSS Director County Mental Health Agency Program Director
Career Guidance	Sally McCarthy	CC/Career Specialist
Student(s)	Jorge, Craig, Lauren, Elise	CC/Students
Community	John Neal	District 51 Senator
Area Employers	Doogie Howser	Regional Hospital/Director of Nursing
Business/Industry	Kyung Choi	Regional Hospital/CEO
Workforce/Economic Development	Chris D'Elia Penny Anderson	WDB Director Chamber of Commerce Ex. Dir.
Parents	Molly Weasley Ciro Rodriguez Helen Parr	

6. If applicable, briefly explain gaps in each part.

<p>A. Student performance</p>
<ul style="list-style-type: none"> <li>• 44.32% of all students in the Nursing Program of Studies do not achieve a GPA of 2.5 or better.</li> <li>• Overall Nursing Program of Studies completion rate is 55.68%.</li> <li>• Gap exists in the Nursing Program of Studies Nontraditional Participation at 8.65% and Nontraditional Completion at 5.75% (Males) when compared to the college wide Nontraditional Participation at 17.14% and Nontraditional Completion at 9.55%.</li> <li>• African American Male percentage of Participation is 33.34% lower than White Males however the African-American Males Completion percentage is 33.34% which is higher than White Males.</li> <li>• Hispanic Males Participation percentage is less than 1.00% and Completion percentage is 0.00%.</li> <li>• Student Success Rate in College-Level Math is 31.5%: Male 36%; Female 29%; African American 17%; White 52%.</li> </ul>
<p>B1. Size, scope, and quality of program</p>
<ul style="list-style-type: none"> <li>• Enrollment in the nursing program is controlled by the number of faculty, clinical sites and facilities. Current NC Board of Nursing approved enrollment is 80. The enrollment could be increased with the addition of faculty. Currently have excess clinical sites and adequate facilities at the college.</li> <li>• There is a wait list for nursing due to the lack of faculty.</li> <li>• The Associate Degree in Nursing is the entry level education for licensure as a Registered Nurse. RN-BSN programs are available, encouraged and paid for through most health system agencies.</li> </ul>
<p>B2. Alignment to local/regional labor market needs</p>
<ul style="list-style-type: none"> <li>• Per NC Dept. of Commerce Labor &amp; Economic Analysis Division, Registered Nurses are a 5-star occupation. Licensed Practical Nurses are a 4-star occupation.</li> <li>• Currently the college has a track for LPN-RN to facilitate the progression of licensed practical nurses to meet the requirements for RN licensure.</li> <li>• Currently local hospitals are utilizing a large number of travel nurses (RN) to maintain staffing needs.</li> <li>• Labor market supports the need to investigate the development of a Paramedic-ADN track.</li> </ul>
<p>C. Progress toward implementing 9-14 career pathways programs of study</p>
<ul style="list-style-type: none"> <li>• There is not clear alignment from CCP to ADN.</li> <li>• 25% of students transfer from ADN to other health programs taking additional course work in similar courses</li> </ul>
<p>D: CTE Faculty &amp; Staff Recruitment, Retention, and Training</p>
<ul style="list-style-type: none"> <li>• Recruitment of faculty is achieved through partnerships with MSN in Education programs.</li> <li>• College nursing faculty serve as preceptor/mentor to graduate nursing students in education track. The students do a teaching practicum. Other recruitment is done through personal contacts in clinical agencies.</li> <li>• In addition to the onboarding of new faculty in concept-based instruction and active learning strategies, faculty training in the area of simulation needs to be increased to full utilize our simulation center to provide safe, effective experiences for the students.</li> <li>• Gap in resources to support an ongoing demand to develop industry skills among CTE faculty.</li> </ul>

E. Progress toward improving access and equity for all students

- Need additional recruitment of Nontraditional Students (Males).
- Partner relations with K-12 regional counselors to bring career exploration activities to middle schoolers, high schoolers, are not solely focusing on non-traditional males of all ethnicities in health careers such as nursing.
- Will need to continue to have current and new nursing faculty take workshops in universal design for learning instructional strategies.
- A review of the nursing recruiting materials shows that not enough photos include non-traditional male students.

## **Overarching CLNA, for Needs Across CTE Programs**

Colleges may complete an overarching CLNA if they want to address gaps that exist across CTE Programs of Study. Colleges may also find this type of CLNA helpful for specific services (such as Work-based Learning or Career Counseling), or services that are more student-centered (e.g., to address nonacademic barriers such as child care, transportation, and/or mental health services).

An overarching CLNA requires stakeholder engagement, as with Program CNAs. However, depending on the focus of the Overarching CLNA, your college may not be required to have the same set of stakeholders as for the college's Program CNAs. Please contact your Perkins Coordinator as you develop the invitation list and outreach process to develop the Overarching CLNA, and they will advise you on the types of stakeholders needed based on the CLNA focus.

For example, a CLNA focused on Work-based Learning will have an extra emphasis on employers and college staff that administer WBL. A CLNA focused on student holistic needs may need fewer employers involved in the CLNA meeting, but more human service and community partners than are required in a typical Program CLNA.

## Overarching CLNA Summary Report Template

1. College:
2. Date Submitted:
3. Scope of CLNA (e.g., Student Support; Work-based Learning; Career Awareness/Advising):
4. Program Area: All CTE curriculum areas
5. Team/Stakeholders involved - must include participants relevant to the scope of the CLNA; stakeholders in Perkins legislation are recommended, §134(e) (pg 6 in the CLNA guide)

Representative	Name	Organization/Position
Secondary District CTE Director		
High School CTE Teachers		
High School Career Development Coordinator		
<i>High School -- Other</i>		
College CTE Educators		
College CTE Administrators		
College Disability Services		
<i>College -- Other</i>		
Workforce Development Board(s) Director (or designee)		
Area Employers		
Economic Development/ Industry Associations		
CTE Students		
Vocational Rehabilitation		
Department of Social Services Director (or designee)		
Indian Tribe/tribal organization <i>(if applicable)</i>		
<i>Other stakeholders</i>		

6. Briefly explain gaps in each part of the CLNA as applicable to this CLNA focus area. These gaps will directly link to activities funded on the activities/budget form.

A. Student performance
•
B1. Size, scope, and quality of program
•
B2. Alignment to local/regional labor market needs <i>(if applicable)</i>
•
C. Progress toward implementing 9-14 pathways and programs of study <i>(if applicable)</i>
•

D. Faculty and Staff recruitment, retention, and training
•
E. Progress toward improving access and equity for all students
•

7. How did your college decide to focus on a CLNA on this overarching topic?
  
8. If your college did not include all required stakeholders referenced in Perkins V, are those stakeholders represented in your college's CLNAs for CTE Programs/Program Areas? (Y/N)



## Overarching CLNA Summary Report Example

1. College: Sunrise Community College
2. Date Submitted: April 5, 2023
3. Scope of CLNA (e.g., Student Support; Work-based Learning; Career Awareness/Advising):  
Career Awareness/Advising
4. Program Area: ALL CTE areas
5. Team/Stakeholders involved - must include participants relevant to the scope of the CLNA;  
stakeholders in Perkins legislation are recommended, §134(e) (pg 6 in the CLNA guide)

Representative	Name	Organization/Position
Secondary District CTE Director	Luke Cage	Sunrise District CTE Director
High School CTE Teachers	Dottie McStuffins Lightning McQueen Flint Lockwood	CTE Teacher (Health Care) CTE Teacher (Automotive) CTE Teacher (Biotech)
High School Career Development Coordinator	Joe Louis Clark	HS/Career Development Coordinator
<i>High School -- Other</i>	Dr. Lucy Van Pelt	HS Counselor
College CTE Educators	Samantha Sparks David Lightman  Clara Barton Richard Petty Mark Watney	CC/CTE Instructor (Biotech) CC/CTE Instructor (Cybersecurity) CC/CTE Instructor (Nursing) CC/CTE Instructor (Automotive) CC/CTE Instructor (Aerospace/Horticulture)
College CTE Administrators	Sally Brown	CC/Perkins Coordinator
College Disability Services	Dr. Lillith Pernin	CC/Director, Disability and Mental Health Services
<i>College -- Other</i>	Poppy Parnell  Lois Lane Richard Nelson Bolles  Sean McGuire  John Holland  Ben Whittaker	CC/VP of Instruction and Chief Academic Officer CC/VP of Student Services CC/Director of Career and Academic Advising CC/Lead Counselor and Psychology Instructor CC/ACA Instructor CC/Coordinator of Apprenticeships, Internships and WBL
Workforce Development	Evelyn Wang  Joy Workman	Sunrise Universe Workforce Development Board NCWorks Manager, Sunrise Co. NCWorks Center
Area Employers	Anthony Edward Stark Jaime Sommers	CEO, Stark Industries

	Charlie Townsend Olivia Harper	Executive Director, Resurgence President, Angel Enterprises Head Nurse, Grey Sloan Memorial Hospital
Economic Development/ Industry Associations	Clark Kent	Sunrise Co. EDC
CTE Students	Steven Hawking Theo Huxtable	CC CTE Students and representative of special populations
Vocational Rehabilitation	Steve Austin	Director, Sunrise Co. VR Office
Department of Social Services Director (or designee)	Cobra Bubbles	Sunrise Co. DSS Director
Indian Tribe/tribal organization <i>(if applicable)</i>	George Guess	Cherokee Tribe – Perkins Designee
<i>Other stakeholders</i>	Victor Willis Jim Clark  Arturo Islas	Director, YMCA CEO, Sunrise Co. Boys & Girls Clubs Executive Director, El Futuro (local nonprofit) Executive Director, United Way Chairman, Sunrise Co. Bd. of Commissioners

6. Briefly explain gaps in each part of the CLNA as applicable to this CLNA focus area. These gaps will directly link to activities funded on the activities/budget form.

A. Student performance
<ul style="list-style-type: none"> <li>While student performance on the Perkins core indicators has been rising for CTE students, from the Performance Indicator CLNA, we see that certain Perkins subgroups at Sunrise Community College are having difficulty reaching both statewide and college negotiated levels for 1P1 (employment/further study) and 2P1 (credentials) Black females (1P1), Black females and males (2P1), and Hispanic females (2P1). We also see that males are underrepresented in programs of study that have traditionally had primarily female enrollment.</li> </ul>
B1. Size, scope, and quality of program
<ul style="list-style-type: none"> <li>Overall and CTE enrollment at Sunrise Community College have risen since the pandemic, but are just now reaching the pre-pandemic levels.</li> <li>Meanwhile, economic development projects in the county, expansion of the hospital planned for 2024, and an increasing frequency of cyber attacks are meaning an increased demand for employees with credentials in manufacturing, nursing, cybersecurity and a variety of life sciences. Institutional Research projects that these programs will each need to expand enrollment and completion by at least 20% over the next three years.</li> </ul>
B2. Alignment to local/regional labor market needs <i>(if applicable)</i>
<ul style="list-style-type: none"> <li>See 2<sup>nd</sup> bullet above.</li> <li>The increasing Latino population in Sunrise County means that service industries such as nursing are increasingly demanding bilingual staff.</li> </ul>

<ul style="list-style-type: none"> <li>Other growing industries are having difficulty hiring enough staff, compounded by a lack of understanding of area career pathways by prospective students.</li> </ul>
<p>C. Progress toward implementing 9-14 pathways and programs of study <i>(if applicable)</i></p>
<ul style="list-style-type: none"> <li>Local articulation agreements are under development for three new h.s. to community college CTE pathways. As these are developed, there will be a need to bring high school and community college advisors and other staff up to speed on the new pathways, as well as market the pathways (which are in high demand) to prospective community college students and (for younger students) their parents.</li> </ul>
<p>D. Faculty and Staff recruitment, retention, and training.</p>
<ul style="list-style-type: none"> <li>There has been significant turnover among enrollment management and advising staff over the 2021-22 and 2022-23 years. Student Services has recently filled most positions and is looking to reconsider strategies. While the college has a centralized advising model, there is also a new initiative to engage faculty (in this case, CTE faculty) and instructional development staff in more advising strategies to extend the reach into the classrooms.</li> <li>With new staff and new strategies, professional development is needed for advising staff and CTE faculty.</li> <li>As the population of Sunrise County becomes more diverse, Sunrise Community Colleges wants to recruit more from underserved populations to increase the propensity of students to choose SCC as a post-h.s. path.</li> </ul>
<p>E. Progress toward improving access and equity for all students</p>
<ul style="list-style-type: none"> <li>As referenced in 6A, there are specific gaps as it relates to Perkins special populations and other subgroups. Certain subpopulations are not (as groups) achieving the levels negotiated for the college and state. Further work is needed to understand and serve the holistic needs of these students.</li> <li>In addition, the overall diversity, non-traditional enrollment, and overall enrollment levels in CTE programs (among participants) is lower than we would want/expect given the population of the county and the economic makeup of the county (percentage of jobs requiring a CTE type of credential). The discussion yielded a finding that the county needs to work on improving and aligning career advising messages starting in postsecondary schools and youth-serving community organizations and communicating different on/off ramps for career pathways for students &lt; 18 years old, those 18-24, and older adults.</li> </ul>

7. How did your college decide to focus on a CLNA on this overarching topic?

In a recent survey of high school students by Sunrise County High School, 30% of high school seniors reported that they did not have plans after high school. 40% of incoming freshmen were undecided about their major, and enrollment/advising staff reported a high percentage of students changing their major after first reporting an intended major. Anecdotally, concerns were reported by college staff about students not persisting as a result of not having clear goals. In addition, the college has a decreasing percentage of students enrolling in CTE Programs of Study that are nontraditional for their gender. Growing industries are not able to fill their workforce needs due in part due to a lack of understanding of area career opportunities and a lack of appreciation for the pay that can be earned in CTE-educated occupations.

8. If your college did not include all required stakeholders referenced in Perkins V, are those stakeholders represented in your college's CLNAs for CTE Programs/Program Areas? (Y/N) Yes.



## **Appendix A: Perkins V Comprehensive Needs Assessment**

### **Perkins V Sec. 134. LOCAL APPLICATION FOR CAREER AND TECHNICAL EDUCATION PROGRAMS**

#### **(d) COMPREHENSIVE NEEDS ASSESSMENT.—**

(1) IN GENERAL.--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.

(2) REQUIREMENTS.--The comprehensive local needs assessment described in paragraph (1) shall include each of the following:

- (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 special populations and each subgroup described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965.
- (B) A description of how career and technical education 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
  - (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.
- (C) An evaluation of progress toward the implementation of career and technical education programs and programs of study.
- (D) A description of how the eligible recipient will improve CTE faculty, staff & specialized instructional support personnel, career guidance, and academic counselors recruitment, retention, and professional development.
- (E) A description of progress toward implementation of equal access to high-quality career and technical education courses and 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 programs for special populations;
  - (ii) providing programs that are designed to enable special populations to meet the local levels of performance; and

(iii) providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

(e) CONSULTATION.—In conducting the comprehensive needs assessment under subsection (c), and developing the local application described in subsection(b), an eligible recipient shall involve a diverse body of stakeholders, including, at a minimum—

- (1) representatives of career and technical education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals;
- (2) representatives of career and technical education 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 special populations;
- (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.

(f) CONTINUED CONSULTATION.--An eligible recipient receiving financial assistance under this part shall consult with stakeholders described in subsection(d) on an ongoing basis, as determined by the eligible agency. This may include consultation in order to—

- (1) provide input on annual updates to the comprehensive needs assessment required under subsection (c)(1)(B);
- (2) ensure programs of study are—
  - (A) responsive to community employment needs;
  - (B) aligned with employment priorities in the State, regional, tribal, or local economy identified by employers and the entities described in subsection(d), which may include in-demand industry sectors or occupations identified by the local workforce development board;
  - (C) informed by labor market information, including information provided under section 15(e)(2)(C) of the Wagner-Peyser Act (29 U.S.C. 491-2(e)(2)(C));
  - (D) designed to meet current, intermediate, or long-term labor market projections; and
  - (E) allow employer input, including input from industry or sector partnerships in the local area, where applicable, into the development and implementation of programs of study to ensure such programs of study align with skills required by local employment opportunities, including activities such as the identification of relevant standards, curriculum, industry-recognized credentials, and current technology and equipment;
- (3) identify and encourage opportunities for work-based learning; and
- (4) ensure funding under this part is used in a coordinated manner with other local resources.

## **Appendix B: Perkins V Sec. 135. Local Uses of Funds**

- a) GENERAL AUTHORITY.--Each eligible recipient that receives funds under this part shall use such funds to develop, coordinate, implement, or improve career and technical education programs to meet the needs identified in the comprehensive needs assessment described in section 134(c).
- b) REQUIREMENTS FOR USES OF FUNDS.--Funds made available to eligible recipients under this part shall be used to support career and technical education programs that are of sufficient size, scope, and quality to be effective and that—
  - 1) provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities and programs of study, which may include—
    - A) introductory courses or activities focused on career exploration and career awareness, including non-traditional fields;
    - B) readily available career and labor market information, including information on—
      - (i) occupational supply and demand;
      - (i) educational requirements;
      - (ii) other information on careers aligned to State, local, or Tribal (as applicable) economic priorities; and
      - (iii) employment sectors;
    - C) programs and activities related to the development of student graduation and career plans;
    - D) career guidance and academic counselors that provide information on postsecondary education and career options;
    - E) any other activity that advances knowledge of career opportunities and assists students in making informed decisions about future education and employment goals, including non-traditional fields; or
    - F) providing students with strong experience in, and comprehensive understanding of, all aspects of an industry;
  - 2) provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, which may include—
    - A) professional development on supporting individualized academic and career and technical education instructional approaches, including the integration of academic and career and technical education standards and curricula;
    - B) professional development on ensuring labor market information is used to inform the programs, guidance, and advisement offered to students, including information provided under section 15(e)(2)(C) of the Wagner-Peyser Act (29 U.S.C. 491-2(e)(2)(C));
    - C) providing teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate,

- with opportunities to advance knowledge, skills, and understanding of all aspects of an industry, including the latest workplace equipment, technologies, standards, and credentials;
- D) supporting school leaders and administrators in managing career and technical education programs in the schools, institutions, or local educational agencies of such school leaders or administrators;
  - E) supporting the implementation of strategies to improve student achievement and close gaps in student participation and performance in career and technical education programs;
  - F) providing teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, principals, school leaders, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding in pedagogical practices, including, to the extent the eligible recipient determines that such evidence is reasonably available, evidence-based pedagogical practices;
  - G) training teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, to provide appropriate accommodations for individuals with disabilities, and students with disabilities who are provided accommodations under the Rehabilitation Act of 1973 (29 U.S.C. 701 et seq.) or the Individuals with Disabilities Education Act;
  - H) training teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals in frameworks to effectively teach students, including a particular focus on students with disabilities and English learners, which may include universal design for learning, multi-tier systems of supports, and positive behavioral interventions and support; or
  - I) training for the effective use of community spaces that provide access to tools, technology, and knowledge for learners and entrepreneurs, such as makerspaces or libraries;
- 3) provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations;
  - 4) support integration of academic skills into career and technical education programs and programs of study to support—
    - A) CTE participants at the secondary school level in meeting the challenging State academic standards adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 by the State in which the eligible recipient is located; and
    - B) CTE participants at the postsecondary level in achieving academic skills;
  - 5) plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance established under section 113, which may include—
    - A) a curriculum aligned with the requirements for a program of study;
    - B) sustainable relationships among education, business and industry, and other community stakeholders, including industry or sector partnerships in the local area, where applicable, that are designed to facilitate the process of continuously updating and aligning programs of study with skills that are in demand in the State, regional, or local economy, and in collaboration with business outreach staff in one-stop centers, as defined in section 3 of the



- Workforce Innovation and Opportunity Act (29 U.S.C. 3102), and other appropriate organizations, including community-based and youth-serving organizations;
- C) where appropriate, expanding opportunities for CTE concentrators to participate in accelerated learning programs (as described in section 4104(b)(3)(A)(i)(IV) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7114(b)(3)(A)(i)(IV)), including dual or concurrent enrollment programs, early college high schools, and the development or implementation of articulation agreements as part of a career and technical education program of study;
  - D) 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;
  - E) a continuum of work-based learning opportunities, including simulated work environments;
  - F) industry-recognized certification examinations or other assessments leading toward a recognized postsecondary credential;
  - G) efforts to recruit and retain career and technical education program teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals;
  - H) where applicable, coordination with other education and workforce development programs and initiatives, including career pathways and sector partnerships developed under the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.) and other Federal laws and initiatives that provide students with transition-related services, including the Individuals with Disabilities Education Act;
  - I) expanding opportunities for students to participate in distance career and technical education and blended-learning programs;
  - J) expanding opportunities for students to participate in competency-based education programs;
  - K) improving career guidance and academic counseling programs that assist students in making informed academic and career and technical education decisions, including academic and financial aid counseling;
  - L) supporting the integration of employability skills into career and technical education programs and programs of study, including through family and consumer science programs;
  - M) supporting programs and activities that increase access, student engagement, and success in science, technology, engineering, and mathematics fields (including computer science and architecture) for students who are members of groups underrepresented in such subject fields;
  - N) providing career and technical education, in a school or other educational setting, for adults or out-of-school youth to complete secondary school education or upgrade technical skills;
  - O) supporting career and technical student organizations, including student preparation for and participation in technical skills competitions aligned with career and technical education program standards and curricula;

- P) making all forms of instructional content widely available, which may include use of open educational resources;
  - Q) supporting the integration of arts and design skills, when appropriate, into career and technical education programs and programs of study;
  - R) partnering with a qualified intermediary to improve training, the development of public-private partnerships, systems development, capacity-building, and scalability of the delivery of high-quality career and technical education;
  - S) support to reduce or eliminate out-of-pocket expenses for special populations participating in career and technical education, including those participating in dual or concurrent enrollment programs or early college high school programs, and supporting the costs associated with fees, transportation, child care, or mobility challenges for those special populations; or
  - T) other activities to improve career and technical education programs; and
- 6) develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required under section 134(c) and the local report required under section 113(b)(4)(B).

## **Appendix C: Definitions**

The **Career Pathways** definition refers to the definition in the Workforce Innovation and Opportunities Act (section 3, 29 U.S.C. 3102), which states:

The term “career pathway” means a combination of rigorous and high-quality education, training, and other services that —

- (A) aligns with the skill needs of industries in the economy of the State or regional economy involved;
- (B) prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including registered apprenticeships;
- (C) includes counseling to support an individual in achieving the individual’s education and career goals;
- (D) includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
- (E) organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;
- (F) enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and
- (G) helps an individual enter or advance within a specific occupation or occupational cluster.

A **Program of Study** is defined specifically in Section 3(41) of Perkins V.

The term ‘program of study’ means 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.

The North Carolina Community College System uses the term “**Programs**” to refer to the larger classification of curriculum programs, which include 10 occupational program areas.

- 15 Agricultural and Natural Resources Technologies
- 20 Biological and Chemical Technologies
- 25 Business Technologies
- 30 Commercial and Artistic Production Technologies
- 35 Construction Technologies
- 40 Engineering Technologies
- 45 Health Sciences
- 50 Industrial Technologies
- 55 Public Service Technologies
- 60 Transport Systems Technologies