

Comprehensive Local Needs Assessment *Guidebook*



Updated: January 2024

ADA Compliant: February 2024

Introduction

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

The CLNA is designed to drive local application development and future spending decisions. It is an opportunity to review your entire Career and Technical Education (CTE) program with an in-depth lens. It is a vital time to identify areas where targeted improvements should be made. It is also a powerful opportunity to engage stakeholders in a common understanding and vision for the future of CTE in your community. ¹ Perkins V funding should not be spent outside of the needs identified during the CLNA. It is imperative that your CLNA support your budget so expenses may be reimbursed by USBE.

The Comprehensive Local Needs Assessment is an opportunity to:

- Create programs and opportunities to ensure access and success for each student that lead to high wage, high skill, and in-demand occupations;
- Ensure programs of study are aligned to and validated by local workforce needs and economic priorities;
- Set strategic short and long term goals and priorities to ensure coordinated program review and improvement processes; and
- Regularly engage in conversation with stakeholders around the quality and impact of local CTE programs and systems.

Completing the CLNA will require a significant amount of time and planning. It cannot be completed by just one person or in a single sitting. The CLNA worksheets are used to compile information needed for the Local Application. Please note there are two sets of documents, one at the end of this guidebook and a second set titled “Comprehensive Local Needs Assessment Worksheets.” The Guidebook’s documents do not need to be submitted but must be retained and be made available upon request. The CLNA Worksheets must be submitted to USBE along with the Local Application.

Applicants should begin working on their CLNA using this guidebook and dive into each element prior to starting on the CLNA worksheets. Information gathered in the guidebook/planning phase will help you complete the CLNA worksheets. You will need to refer back to the guidebook and worksheets throughout the CLNA process to ensure all six elements are addressed, the local needs are identified, and that all legally required stakeholders were engaged in the process.

It is also recommended you review the Local Application during this process and become familiar with how this information will be used to complete the application. The results of the CLNA must be incorporated into the Local Application and will guide the coming year’s budgets.

This guidebook has been created with significant assistance from our national partners at Advance CTE and the Association for Career and Technical Education (ACTE). The content has been borrowed liberally from their guidance documents as well as the Nebraska CLNA Guidebook, Louisiana Perkins V: Comprehensive Local Needs Assessment Guidebook. Anyone engaged in the local needs assessment process is encouraged to consult their work and other resources cited.

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

This guidebook is intended to give Perkins V applicants a framework from which to structure their approach to the regional and local needs assessment. The guidebook is divided into the following categories:



**Getting started with an understanding of key components:
What Does the Law Say? What Does the Law Mean?**

Size, Scope & Quality	
What does the law say? The comprehensive local needs assessment will include a description of how CTE programs offered by the local eligible recipient are sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient.	What does the law mean? The provision maintains the size, scope, and quality requirements in Perkins IV, but instead requires that this description be addressed through the needs assessment (which is part of the local application in Perkins V) instead of in the local plan in Perkins IV. The state has the responsibility to establish the definition of these three requirements. (See the Utah Perkins V Transition Plan)
Progress towards Implementing CTE Programs/Programs of Study	
What does the law say? The comprehensive local needs assessment will include an evaluation of progress toward the implementation of CTE programs and programs of study.	What does the law mean? This evaluation should be both a backward and forward-looking review of the programs and programs of study offered. In addition to meeting the size, scope, and quality, this requirement addresses current and future plans to support the implementation of programs and programs of study.
Student Performance Data	
What does the law say? The comprehensive local needs assessment will include an evaluation of the performance of the students served by the local eligible recipient with respect to State determined and local performance levels, including an evaluation of performance for special populations and each subgroup.	What does the law mean? The comprehensive local needs assessment must contain an evaluation of CTE concentrators' performance on the core performance indicators. This includes an evaluation of performance for each subgroup and special population.

Progress Towards Improving Access & Equity

What does the law say?

The comprehensive local needs assessment shall include a description of:

- Progress toward implementation of equal access to high-quality CTE courses and programs of study, for all students including strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;
- How they are providing programs that are designed to enable special populations to meet the local levels of performance; and
- How they are 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.

What does the law mean?

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

Labor Market Alignment

What does the law say?

The comprehensive local needs assessment will include a description of how CTE programs offered by the eligible recipient are aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development board or local workforce development board, including career pathways, where appropriate. The CLNA may also identify programs designed to meet local education or economic needs not identified by State boards or local workforce development boards.

What does the law mean?

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

Recruitment, Retention and Training of Faculty and Staff

What does the law say?

A description of how the recipient will improve recruitment, retention, and training of CTE teachers, faculty and career guidance and counselors. This includes individuals in groups underrepresented in such professions.

What does the law mean?

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



Getting Started: Stakeholder Engagement

The comprehensive local needs assessment (CLNA) requires consultation with a variety of stakeholders throughout the initial needs assessment process and then in an ongoing fashion. This is an expansion of what was required for Perkins IV regarding stakeholder involvement in the local

application. The following steps will help lay the groundwork for a rigorous and meaningful needs assessment.

Step 1: Identify a Leadership Team

Consultation with a diverse body of stakeholders is required for the CLNA. It is important to assemble a leadership team to help guide the work, set priorities, and maintain priorities. The team should be kept small but must include people that can leverage systems to assist in the task ahead. Suggested participants on the leadership team should include secondary and postsecondary administrators and educators, local workforce agency staff, local economic development board members, and parents if appropriate.

TIP: One person should be given the responsibility and authority to coordinate the work as the Project Manager. Identifying this key lead is imperative. This does not mean this individual does all the work but serves more as a project manager by coordinating meetings times, ensuring deadlines are met, and keeping the key stakeholders organized, informed, and engaged.

Step 2: Identify Required Stakeholder Participants

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

- CTE programs at **both** secondary and postsecondary institutions including:
 - Teachers, instructors, and faculty
 - School counselors and advisory professionals
 - Administrators, principals
 - Specialized instructional support personnel and paraprofessionals
- Local workforce development boards, regional economic development organizations, and local business and industry
- Parents and students
- Special populations representatives
- Regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth
- Indian Tribes and Tribal Organizations in the State, where applicable
- Any other stakeholder required by the Utah Board of Education or local decision



Do not be afraid to think of consultation in a broad fashion. The [Public Participation Guide: Tools to Generate and Obtain Public Input](#) may be a helpful resource with this process. In addition to large group input sessions, this guide describes different tools to use with different sized groups and for different purposes.

Tools for Obtaining Public Input

The following table lists some basic in-person tools for obtaining public input:

Tool	# of Participants	Best Suited For
Interviews	Individual or Small Group	Learning about individual perspectives on issues
Focus Groups	Small groups (15 or fewer)	Exploring attitudes and opinions in depth
Study Circles	Small (5–20)	Information sharing and focused dialogue
Public Meetings/Hearings	Large groups	Presenting information to and receiving comment or feedback from the public
Public Workshops	Multiple small groups (8-15 in each small group)	Exchanging information and/or problem-solving in small groups
Electronic Survey	Varies, can be used for targeted small groups or larger population	Data collection and analysis, CLNA Surveys
Virtual Meetings	Individual, small groups, or large groups	Receiving real-time quantitative feedback to ideas or proposals. Providing accessibility to remote participants

As you collect public comment please remember to engage, at minimum with required stakeholders required by [Perkins V law Section 134\(c\)](#)

Needs Assessment Framework

The Comprehensive Local Needs Assessment has six required elements. Many of these elements are interwoven and insights gained in one part may be helpful in tackling another part.



This Framework provides a structure to begin looking at each of the required elements. In the following pages, you will find the following information for each element:

- A brief description
- Suggested materials to gather and consult
- Suggested priority participants in the discussion
- Ideas for consultation
- Questions to consider

This task may seem daunting and will require time. As you design your approach, one additional resource you may have within your school, district, college, or community would be those involved with the implementation of the [Every Student Succeeds Act](#) (ESSA) and the Workforce Innovation and Opportunity Act (WIOA). They may have some ideas, lessons learned, and best practices for your team to adopt.

TIP: Share the load! To do this, assign two people, if possible, to be reasonable for each part of the needs assessment. While it will take everyone working together, it will be the pair's role to make sure the information is gathered, including any necessary interview and focus groups' notes, and organized to share with the entire group. Their role is not to make judgements about the information gathered, but to present and help make sense of what has been collected so effective discussion can take place.

As you move forward in the important work here are a few more items to consider:

- Not all stakeholders mentioned must answer all the questions provided.
- Choosing the appropriate questions that apply to each stakeholder group will result in the best feedback and engagement.
- Locals could design their own customized questions.
- Do not artificially inflate your rubric provided in the following pages of this document. Most programs will not rated as "Leading" in all categories or there would be not room for improvement.
- There maybe work already underway in your region that you can align with when working with stakeholders.

Element 1

Evaluation of Student Performance

The Comprehensive Local Needs Assessment shall include an evaluation of student performance including special populations and each subgroup. The needs assessment must contain an evaluation of CTE Concentrators' performance on each of the core performance indicators.

Materials Needed	Stakeholders to Consult
<ul style="list-style-type: none">• Perkins performance data for the past three years disaggregated by CTE cluster and subpopulation groups including:<ul style="list-style-type: none">○ Gender○ Race and ethnicity○ Migrant Status○ Individuals with disabilities○ Individuals from economically disadvantaged families including low-income youth and adults○ Individuals preparing for nontraditional fields○ Single parents including single pregnant women○ Out of work individuals○ English learners	<p>All Stakeholders Required by Perkins V law Section 134(c):</p> <ul style="list-style-type: none">• Representative of CTE, including teachers career guidance counselors and academic counselors, principles or other school leaders, administrators, specialized instructional support personnel, and paraprofessionals.• Representative of CTE programs at postsecondary educational institutions, including faculty and administrators.• Representative of the State board or local workforce development boards and a range of local or regional businesses or industries.• Parents and students.• Representatives of special populations.• Representatives of agencies serving out-of-school youths, homeless children and youth, and at risk youth.• Representative of Indian Tribes and Tribal organization in the capitalized state.• Any other stakeholder required by the Utah Board of Education or local decision

Available Resources

- Homeless individuals
- Youth who are in or who have aged out of the foster care system
- Youth with a parent who is on active duty military
- Comparison data for “all” students
 - Secondary: comparison for graduation rates, academic performance, and placement
 - Postsecondary: comparisons for credential attainment and placement
- Strategies utilized to address performance gaps for specific subgroups along with outcomes for the strategies attempted

All available secondary and postsecondary data reports examples are provided below:

- Secondary school report card
- CTE At-A-Glance report
- Perkins accountability reports
- CTE student data file provided by USBE.
- Post-secondary CTE Annual Report(s)

Suggested Strategies for Consultation

- Establish a work group that includes educators, career counseling professionals, and representatives of special populations to examine data.
- Assemble educator groups by CTE career field or cluster to examine data.
- Reach out to other LEAs/Institutions/Consortiums to seek advice from your peers on what has been successful in their area.
- Familiarize yourself with the Local Application and USBE rubric.

Questions to Ask

1. How are students in each CTE program of study/pathway and career cluster performing on the performance indicators in comparison to non-CTE students? In comparison to other career clusters?
2. How are students from special populations performing in each CTE career cluster?
3. How are students from different genders, races, and ethnicities performing in each CTE program of study/pathway and career cluster?
4. Which groups of students are struggling most?
5. Where do the biggest gaps in performance exist between subgroups of students?
6. Which CTE programs of study/pathway and career cluster overall have the highest outcomes and which have the lowest?
7. Are there certain CTE programs of study/pathway and career cluster where students from special populations are performing above average? Below average?
8. Is there a trend across all CTE programs of study/pathway and career clusters?
9. What are the potential root causes of any inequities in performance across programs of study/pathway and career clusters?
10. What strategies that have been attempted in Perkins IV and what was the success of those strategies?

Rubric- Element 1- Student Performance			
Leading	Embedded	Emerging	Deficient
Gaps Identified. Improvement plans created and implemented. Progress is evident	Gaps Identified. Improvement plans created and implemented.	Gaps Identified. Improvement plans in development.	Gaps Identified.

TIP: Connect to efforts already happening in your region! Think of ways these additional data analyses can be incorporated into existing continuous improvement efforts.

Element 2

Evaluation of the Progress toward Improving Equity and Access

Here the needs assessment requires participants to assess progress toward providing equitable access to all CTE programs. There should also be an examination of any barriers (real or perceived) that may prevent members of any populations from entering and thriving in these programs.

The outcomes of this section include identified strategies to help ensure equitable access to high-quality CTE courses programs of study for all learners. This includes:

- Strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;
- Providing programs that are designed to enable special populations to meet the local levels of performance; and
- 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.

It is important to remind ourselves of who is included under the definition of special populations to ensure each special population is addressed in the needs assessment, your plan, and your instructional services. The definition has broadened so it is important to check your data systems for access to information.

(As a reminder, all definitions are included in Section 3 of the new Perkins V act.)

The term “special populations” means-

- Individuals with disabilities;
- Individuals from economically disadvantaged families, including low-income youth and adults;
- Individuals preparing for non-traditional fields;
- Single parents, including single pregnant women
- Out-of-work-individuals;
- English learners;
- Homeless individuals described in section 725 of the McKinney-Vento Act;
- Youth who are in, or have aged out of, the foster care system;
- Youth with a parent who is:
 - A member of the armed services
 - Is on active duty status

Materials Needed	Stakeholders to Consult
<ul style="list-style-type: none"> • Program promotional materials • Recruitment activities for each special population • School counseling activities for each special population • Processes for communicating and providing accommodations, modifications, and supportive services for special populations • Available services to support all students, including special populations • Procedures for workplace experiences for special population students • Information on accelerated credit and credentials available for special populations • Data on CTE participation and performance by each career area and each special population • Data on participation in CTSOs of special populations • Findings from the root causes and strategies analysis from the student performance element (Element 1) • Findings from the program quality element (Element 2) • Findings from surveys/focus groups with students, parents, and/or community representatives of special populations. 	<p>All stakeholders required by Perkins V Law Section 134(c):</p> <ul style="list-style-type: none"> • Administrators, teachers, counselors, paraprofessionals. • Postsecondary faculty and administrators • Parents and students • Representatives from special populations • Agencies serving out-of-school youths, homeless children and at risk youth. • Tribal organizations and representatives, if applicable • Any other stakeholder required by the Utah Board of Education or local decision

Suggested Strategies for Consultation
<ul style="list-style-type: none"> • Workgroup to examine data including educators, school counselors/advisement professionals, and representatives of special populations • Focus groups, interviews, study circles, and surveys with: <ul style="list-style-type: none"> ○ Students and former students ○ Parents ○ CTSO advisors ○ Representatives of special populations ○ Corrections education staff ○ Tribal organizations and representatives ○ Business, industry, and community partners

Suggested Questions to Ask

1. Which population groups are underrepresented in our CTE programs overall? In each program area?
2. Which population groups are over-represented in CTE programs?
3. Looking back on the sections on program quality, labor market needs, and progress toward implementing programs of study, are there any enrollment discrepancies when comparing to programs that lead to high wage, high skill, and in-demand occupations?
4. What is the difference between participant, concentrator, and completer data for each special population? What is in place that encourages students to complete programs? What barriers are in place that prevent students from special populations from completing?
5. What barriers currently exist that prevent each special population group from participating in your programs?
6. What accommodations, modifications, and supportive services do we currently provide? Which are most effective? Which ones are underutilized?
7. 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?
8. What programs of study/pathways have strategies developed in partnership with industry, to increase special population involvement in work-based learning opportunities and employment?

Rubric- Element 2 - Improving Equity & Access

Leading	Embedded	Emerging	Deficient
Gaps Identified. Improvement plans created and implemented. Progress is evident.	Gaps Identified. Improvement plans created and implemented. Specifically; enrollment, barriers, recruitment efforts, accommodations, participants, concentrators, and completers.	Gaps Identified. Improvement plans in development.	Gaps Identified.

Element 3

Evaluation of Program Quality

The second element of this needs assessment examines CTE program quality. You will need to examine programs to describe how local CTE programs are sufficient in size, scope, and quality to meet the needs of all students.

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

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

Size: Programs must Include a State Recognized Program of Study containing a coherent sequence of courses (section 135(b))

Secondary

- Ability to generate a minimum of \$15,000
- Ability to concentrate in POS/Pathways from at least two Career Cluster areas and the ability to complete at least one of the CTE POS/Pathways recognized by the state.
- CTE Student Organizations (CTSO) that align with the POS/Pathways offered
- Six approved unique CTE courses from the master list that align with the POS/Pathways offered.
- Demonstrate sufficient size of student participants, concentrators and completers over a three-year average as defined by the state

Post-secondary

- Ability to generate a minimum of \$50,000.
- Provide 2-year CTE associate degree, 1-year certificate programs, and programs of 600 hours or more approved by the State Perkins Executive Committee
- Programs of 360 hours or more leading to industry certifications and other programs specifically approved by the State Perkins Executive Committee
- Demonstrate sufficient number of student participants, concentrators, and completers over a three-year average as defined by the state

Scope:

Local CTE systems should provide opportunities for students to participate in coursework through a wide array of delivery models, including classroom, lab, workplace, and other applied experiences. Secondary and post-secondary programs must:

- Include POS/Pathways that train for high skill, in demand and/or emerging careers
- Include rigorous, coherent CTE course content aligned with challenging academic standards
- Credentials of value recognized by local industry
- Include secondary and post-secondary linkages that provide opportunities for stacked credentials
- Provide students with opportunities for work-based learning experiences

Quality:

Secondary and post-secondary programs maintain high standards of quality through the systematic review and implementation of approved quality standards.

- Standards and Curriculum: Standards and curriculum are the foundational elements for designing and improving CTE courses
- Alignment and Articulation: Alignment and articulation are key to getting CTE partners working together to support POS/Pathways for CTE students
- Accountability and Evaluation: Accountability and evaluation provide opportunities for data-driven decision-making regarding achievement gaps and performance outcomes of Perkins programs. Achieve local levels of performance established for Perkins measures
- Submit to state all required program elements, evaluations and assessments accurately.
- Student Support Services: Student support services include the ways that all students are made aware and given access to the career and education opportunities available in a POS/Pathway
- Professional Development: Professional development should be designed around the needs identified by data and should focus on continuous improvement of student CTE opportunities.
- Implement a continuous program improvement process, approved by the state

How will you ensure CTE programs offered are sufficient in size, scope, and quality to meet the needs of all students served?



Materials Needed		
Size	Scope	Quality
<ul style="list-style-type: none">• Total number of Programs/Programs of study and number of courses within each program area• CTE participant, concentrator and completer enrollments for the past three years, aggregate and disaggregated• Capacity of each program for the past three years.• Number of students applying for the	<ul style="list-style-type: none">• Documentation of programs of study course sequences from secondary to postsecondary including aligned curriculum• Concurrent enrollment and other articulation agreements for CTE programs• Data on student retention and transition from secondary to post-secondary within the program of study• Description of concurrent enrollment and	<ul style="list-style-type: none">• Curriculum standards and frameworks showing alignment to industry needs• Assessments leading to credential(s) of value• Partnership communication and engagement activities• Safety requirements• Work-based learning procedures• Career and Technical Student Organizations (CTSO) activities and alignment to curriculum.• Program improvement processes

<p>program in the last three years, if applicable.</p> <ul style="list-style-type: none"> • Number of students on waiting lists, if applicable • Survey results assessing student interest in particular CTE programs. 	<p>articulation agreements programs and data on student participation</p> <ul style="list-style-type: none"> • Data on student credential attainment in each program disaggregated by demographic. • Curriculum standards showing depth and breadth of Program • Opportunities for expanded learning across programs of study. 	<ul style="list-style-type: none"> • Placement in employment following program, if applicable • Results of outside evaluation tools. Some examples are included in Appendix D.
Stakeholders to Consult		Suggested Strategies for Consultation
<p>All stakeholders required by Perkins V Section 134(c)</p> <ul style="list-style-type: none"> • Administrators, teachers, counselors, paraprofessionals. • Postsecondary faculty and administrators • Parents and students • Representatives from special populations • Agencies serving out-of-school youths, homeless children and at risk youth. • Tribal organizations and representatives, if applicable • Any other stakeholder required by the Utah Board of Education or local decision 		<ul style="list-style-type: none"> • Workgroup to examine data including educators, school counselors/advisory professionals, representatives of special populations, and employers • Face-to-face group of educators to examine data • Focus groups, interview or survey of: <ul style="list-style-type: none"> ○ Parent and students ○ Employers ○ Separate group for those representing special populations, corrections education, and Tribal organizations • School counseling staff and advisory professionals
Suggested Questions to Ask		
<ol style="list-style-type: none"> 1. Are we offering programs of study/pathways and career clusters in which students are choosing to enroll? Why are students choosing to enroll or not enroll? 2. Are we offering programs with too low an enrollment to justify the costs associated with those programs? 3. Are we offering a sufficient number of courses and course sections within programs? 4. Are there students who want to enroll in programs that are offered but are unable to do so? 		

5. What populations of students are and are not accepted into specific programs? Are there specific groups of students not referred to programs of study by counselors? Are there barriers that have unintended consequences?
6. What are some of the reasons?
7. Can a student complete each program of study at our school/institution?
8. Do some of our programs offer more opportunities for skill development than others, both in the classroom and through expanded learning experiences?
9. Have there been sufficient conversations with secondary, postsecondary, and business/industry representatives so that a robust skill set is developed in each program?
10. How do specific program areas compare in quality?
11. How do specific components of programs, such as work-based learning and instruction, compare in quality?

Rubric- Element 3- Program Quality				
	Leading	Embedded	Emerging	Deficient
Program Size	LEA/Institution offers complete programs that demonstrate growth, innovation and expansion which align with student interest and industry sector needs.	LEA/Institution offers complete programs that align with student interest and industry sector needs.	LEA/Institution offers the ability to concentrate in programs that align with student interest and industry sector needs.	LEA/Institution offers the ability to concentrate in programs.
Program Scope	Programs result in credentials valued by industry and are stackable. Offer high quality work-based learning experiences that result in viable placement opportunities.	Programs result in credentials valued by industry and offer high quality work-based learning experiences.	Programs result in credentials and offer work-based learning experiences.	Programs offer credentials or work-based learning experiences.
Program Quality	Curriculum aligns with State program and course standards, decisions based on data and continuous improvement plan created and implemented. Progress is evident.	Curriculum aligns with State program and course standards, decisions based on data and continuous improvement plan implemented.	Curriculum aligns with State program and course standards, decisions based on data and continuous improvement plan developed.	Curriculum aligns with State program and course standards.

Element 4

Evaluation of Workforce Alignment

This element of the needs assessment examines CTE program alignment with local, state, regional, or Tribal in-demand industry sectors identified by the state or local workforce development board or local education or market needs not identified in the State or local workforce development boards. The assessment will look at how different resources are used to determine which CTE programs of study are made available for students.

Labor Market Information provides:

- Education and training requirements
- Projected job opportunities
- Wage information

Up-to-date labor market information (LMI) about occupations, training requirements, and wages is crucial in order to make important life decisions about career goals. Labor market information is based on data gathered directly from employers, business, and industry. The cost of time and education compared to the amount of entry wages is a big consideration before making decisions. Labor market information can help provide reasonable expectations of job openings and wages when entering work.

Career goals fall short if there are no job opportunities. During the career development process, individuals need to consider the labor market. The reality is, sometimes career dreams and goals may need to be modified to fit the economy and labor market demand.

What is Labor Market Information (LMI)?

The Utah Department of Workforce Services collects and disseminates information about employment levels and trends, wages and earnings, estimates of labor availability, industrial and occupational projections, business staffing patterns, career planning information, and labor force demographics. The data are used to describe a local area's economic picture which impacts social, fiscal, technological, economic policies, employer hiring, allocation of funds by policy makers, individual career choices, and educational programs. To provide Utahns with current, valid, and reliable LMI and career information, the following resources are available across the state at no charge to the LEA, agency, or individual user.

Helpful Links:



The Utah Department of Workforce Services website offers quick access to Utah's labor market data.

<https://jobs.utah.gov>

<https://jobs.utah.gov/docs/hotjobs.html>



The US Department of Labor – Bureau of Labor Statistics has a comprehensive website that provides national labor market data.

<https://www.bls.gov>



Materials Needed	Suggested Stakeholders to Consult
<ul style="list-style-type: none"> • State and local labor market information (LMI) including current and projected employment • LMI long- and intermediate-term labor market needs • Job market data provided through DWS at https://jobs.utah.gov • Results of any available gap analysis on educational outcomes and employment needs (check with local workforce board) • Input from local businesses and industry representatives, with reference to opportunities for special populations • Alumni employment and earning outcomes from a state workforce agency or alumni follow-up survey • CTE program of study/pathway and concentrator data for three years • Program size, scope, and quality analysis 	<p>All stakeholders required by Perkins V Law Section 134(c):</p> <ul style="list-style-type: none"> • Administrators, teachers, counselors, paraprofessionals. • Postsecondary faculty and administrators • Parents and students • Representatives from special populations • Agencies serving out-of-school youths, homeless children and at risk youth. • Tribal organizations and representatives, if applicable • Any other stakeholder required by the Utah Board of Education or local decision
Suggested Strategies for Consultation	
<ul style="list-style-type: none"> • Workgroup to examine data including educators, school counselors/advisement personnel, and workforce development staff • Focus groups, interviews, study circle, and surveys with: <ul style="list-style-type: none"> ○ Students and former students ○ Local agencies involved in workforce initiatives ○ Business, industry, and community partners 	
Suggested Questions	
<ol style="list-style-type: none"> 1. What are the highest projected growth industries in our region? What occupations are part of that industry? 2. How are CTE programs offered aligned to the demand? 3. How do CTE program enrollments match projected job openings? Where are the biggest gaps? 4. What are the emerging occupations and are programs available for students in those areas? 5. What skill needs have industry partners identified as lacking in the programs offered? 6. Which programs graduate employees that thrive in the workplace? Why? 7. What opportunities exist in our local labor market for students with disabilities, English learners, or other special populations? 8. Are we offering CTE programs that are not aligned to demand? 9. Are there certain courses that are not offered year-round? 10. Are there minimum requirements to participate in a course? (ex: GPA, transportation, fees) 	

Rubric – Element 4 – Workforce Alignment			
Leading	Embedded	Emerging	Deficient
LEA/Institution offers programs for each student populations that align to the highest projected employment growth and emerging occupations in the region. Plan in place to retool, redirect and/or sunset outdated programs and provide targeted opportunities for employment of special populations.	LEA/Institution programs for each student populations that align to the highest projected employment growth and emerging occupations in the region.	LEA/Institution offers programs for student populations that align to occupations.	LEA/Institution offers programs.

Element 5

Evaluation of Implementing CTE Programs and Programs of Study

This element of the needs assessment evaluates the progress made towards the implementation of CTE programs and programs of study.

A Program of Study is a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that:

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

The Utah State Board of Education (USB E) in cooperation with business and industry and Utah’s secondary and postsecondary institutions revise course standards for CTE on a four-year cycle. As part of this revision process, the appropriate sequence of courses to be included in State-Model Programs of Study for Utah CTE are also developed.

The CTE course standards and skill proficiencies for secondary programs can be found on the [USB E website](#). Postsecondary programs can be reviewed on the respective institution program/major guides.

Materials Needed	Stakeholders to Consult
<ul style="list-style-type: none"> • Documentation of course sequences and aligned curriculum for each CTE program • Standards for academic, technical, and career readiness/employability skills taught per course • Credit transfer agreements for the program • Student retention and transfer trend data • Trend data on dual enrollment in CTE programs • Definitions used for alignment, or descriptions of dual credit, academic and technical standards, and career readiness standards • Trend data on student participation • Advisory committee notes/minutes • Data on credential attainment by type • Data on articulated credit • Notes on industry participation 	<p>All stakeholders required by Perkins V Law Section 134(c):</p> <ul style="list-style-type: none"> • Administrators, teachers, counselors, paraprofessionals. • Postsecondary faculty and administrators • Parents and students • Representatives from special populations • Agencies serving out-of-school youths, homeless children and at risk youth. • Tribal organizations and representatives, if applicable • Any other stakeholder required by the Utah Board of Education or local decision
Suggested Strategies for Consultation	
<ul style="list-style-type: none"> • Workgroup to examine data including educators, school counselors/advisement professionals, business and community leaders • Focus groups, interviews, study circles, surveys with: <ul style="list-style-type: none"> ○ Student and former students ○ Representatives of special populations ○ Corrections education staff ○ Tribal organizations and representatives ○ Business, industry and community partners 	
Suggested Questions	
<ol style="list-style-type: none"> 1. How fully are our programs of study aligned and articulated across secondary and postsecondary education? 2. Do our programs incorporate relevant academic, technical, and career readiness/employability skills at every level? 3. Do we have credit transfer agreements to help students earn and articulate credit? 4. Do we have concurrent enrollment agreements with ...? 5. Are students being retained in the same program of study? 6. Do students in the programs of study have multiple entry and exit points? 7. Are students in programs of study earning recognized credentials of value? Which credentials? 8. What is the role of business and industry partners in the current program of study development and delivery? 	

Rubric – Element 5 - Implementing CTE Programs			
Leading	Embedded	Emerging	Deficient
Programs are aligned, growing, expanding, and articulated across secondary and post-secondary with embedded academic, technical, and employability skills. Students have multiple entry and exit points within a pathway/program of study.	Programs are aligned and articulated across secondary and post-secondary with embedded academic, technical, and employability skills. Students have multiple entry and exit points within a pathway/program of study.	Programs are aligned across secondary and post-secondary, articulation is in development with embedded academic, technical, and employability skills.	Programs are aligned across secondary and post-secondary.
Rubric – Element 5 - Stakeholder involvement in CTE Programs			
Leading	Embedded	Emerging	Deficient
Growth and expansion on an established stakeholder base where all stakeholders are actively involved in decision making.	Established stakeholder base where all stakeholders are actively involved in decision making.	Stakeholder involvement with limited alignment in decision making.	Limited Stakeholder involvement.

Element 6

Evaluation of the Recruitment, Retention, and Training of CTE Educators

The Comprehensive Local Needs Assessment assesses the educator workforce in your programs. This is not just about teachers, instructors, and faculty, but also includes specialized instructional support personnel, paraprofessionals, and school counselors and advisement professionals. An important part of this assessment asks participants to look at the diversity of these professionals and how closely they match the diversity of the education system in your local or regional community.

Materials Needed	Stakeholders to Consult
<ul style="list-style-type: none">• Data on faculty, staff, administrator, and school counselor preparation credentials, salaries, benefits, and demographics• Student demographic data• Description of recruitment process• Description of retention process• Description of professional development, mentoring and externship opportunities• Data on educator participation in professional development, mentoring, and externships• Findings from educator evaluations or other resources about the impact of professional development, mentoring, and externships• Survey or focus group results conducted with educators regarding needs and preferences• Trend data on educator and staff shortage areas in terms of CTE areas and demographics (at least past 5-10 years)• Trend data on educator and staff retention in terms of CTE areas and demographics (at least past 5-10 years)	<p>All stakeholders required by Perkins V Law Section 134(c)</p> <ul style="list-style-type: none">• Administrators, teachers, counselors, paraprofessionals.• Postsecondary faculty and administrators• Parents and students• Representatives from special populations• Agencies serving out-of-school youths, homeless children and at risk youth.• Tribal organizations and representatives, if applicable• Any other stakeholder required by the Utah Board of Education or local decision

Suggested Strategies for Consultation

Suggested Questions to Ask

1. How diverse is our staff? Does it reflect the demographic makeup of the student body?
2. What processes are in place to recruit new CTE educators?
3. What onboarding processes are in place to bring new professionals into the system?
4. Are these processes efficient and effective, especially for educators coming from industry?
5. Are all educators teaching in our programs adequately credentialed?
6. Do we offer regular, substantive, and effective professional development around CTE academic and technical instruction based on identified needs?
7. What has been the impact on mentoring and onboarding processes for new instructors, especially instructors coming from industry?
8. What professional development offerings are most highly rated by participant staff? Does this differ when looking at different factors such as length of time in position, certification, career area, etc.?
9. Is there a process to develop or recruit CTE instructors from existing staff?
10. In what content areas do we need to develop or recruit more educators?

Rubric- Element 6- Recruitment, Retention & Training

Leading	Embedded	Emerging	Deficient
Practices and processes in place to recruit high quality, licensed, and endorsed educators. Processes in place for onboarding, mentoring, licensing. Gaps Identified. Improvement plans created and implemented. Educator satisfaction is high, professional development opportunities that align with industry trends. Progress is evident.	Practices and processes in place to recruit high quality, licensed, and endorsed educators. Processes in place for onboarding, mentoring, licensing. Gaps Identified. Improvement plans created and implemented.	Practices and processes in place to recruit high quality, licensed, and endorsed educators. Processes in place for onboarding, mentoring, licensing. Gaps Identified. Improvement plan is in development.	Practices and processes in place to recruit high quality, licensed, and endorsed educators. Processes in place for onboarding, mentoring, licensing.

Discussing & Recording Your Findings

At this point in the process, all information should be collected. Each part of the needs assessment has been organized by the assigned pair of leaders. Now it is time to discover what has been found. It will be **critical** in the process to take notes of the ensuing discussion in order to have the details available when you refer back and try to set priorities.

The intent of the following worksheets is to record the discussion about each question. A worksheet is provided for each element of the needs assessment. There are two parts to each worksheet:

1. **Questions to Consider** – This section contains each of the questions to consider from the previous sections. There is room to collect information and notes for later use.
2. **Rating** – This section is to be completed at the end of the examination of data and discussion of the questions. This will help gauge the extent to which the particular element of the needs assessment is in place.
 - It is important to agree on the meaning for each of the ratings provided. There are suggested terms for the ratings, but teams are encouraged to adjust them if desired.
 - There is a rationale section to capture ideas and actions that may have come up as possibilities in the discussion process.

TIP: Keep it straight. There are several processes you might employ to begin to make sense of what you have found. You may want to schedule a separate meeting for each element in order to keep information separated and to keep minds fresh and alert.

Element 1 Worksheet: Evaluation of Student Performance

Review data collected including any notes from interviews, focus groups, or other methodologies. Discuss each of these questions. Assign a note-taker for the discussion electronically on this form. At the end, via consensus, assign a rating and rationale for this part of the Comprehensive Local Needs Assessment.

Questions to Consider	Strengths/ Opportunities	Challenges/ Needs/Threats	Gaps/ Areas of revision/ New implementation
1. How are students in each CTE program and career cluster performing on the performance indicators in comparison to non-CTE students? In comparison to other career clusters?			
2. How are students from special populations performing in each CTE career cluster?			
3. How are students from different genders, races, and ethnicities performing in each CTE career cluster?			
4. Which groups of students are struggling most?			
5. Where do the biggest gaps in performance exist between subgroups of students?			
6. Which CTE programs overall have the highest outcomes and which have the lowest?			
7. Are there certain CTE programs where students from special populations are performing above average? Below average?			
8. Is there a trend across all CTE career clusters?			
9. What are the potential root causes of any inequities in performance across career clusters?			

	Leading	Embedded	Emerging	Deficient
Element 1- Student Performance	Gaps Identified. Improvement plans created and implemented. Progress is evident.	Gaps Identified. Improvement plans created and implemented.	Gaps Identified. Improvement plans in development	Gaps Identified.

Element 1: Student Performance	Rating Rationale and Potential Action Steps
Select a rating below	It is important to capture your thinking here in order to avoid repeating work later in the process
Rating: Leading Embedded Emerging Deficient	

Element 2 Worksheet: Evaluation of Program Quality

Review data collected including any notes from interviews, focus groups, or other methodologies. Discuss each of the questions below. Assign a note taker for the discussion electronically on this form. At the end, via Consensus, assign a category and rating as well as a rationale for this part of the Comprehensive Local Needs Assessment.

Questions to Consider	Challenges/ Needs/Threats	Gaps/ Areas of revision/ New implementation	Gaps/ Areas of Revision/ New implementation
1. Are we offering programs in which students are choosing to enroll?			
2. Are we offering programs with too low an enrollment to justify the costs in offering those programs?			
3. Are we offering a sufficient number of courses, and course sections, within programs?			
4. Are there students who want to enroll in programs that are offered but are unable to do so?			
5. What populations of students are and are not accepted into specific			

programs? What are some of the reasons?			
6. Can a student complete each program of study at our school/institution?			
7. Do some of our programs offer more opportunities for skill development than others, both in the classroom and through expanded learning experiences?			
8. Have there been sufficient conversations with secondary, postsecondary, and business/industry representatives so that a robust skill set is developed in each program?			
9. How do specific program areas compare in quality?			
10. How do specific components of programs, such as work-based learning, compare in quality?			

	Leading	Embedded	Emerging	Deficient
Program Size	School offers complete programs that demonstrate growth, innovation, and expansion which align with student interest and industry sector needs.	School offers complete programs that align with student interest and industry sector needs.	School offers the ability to concentrate in programs that align with student interest and industry sector needs.	School offers the ability to concentrate in programs.
Program Scope	Programs result in credentials valued by industry and are stackable. Offer high quality work-based learning experiences that result in viable placement opportunities.	Programs result in credentials valued by industry and offer high quality work-based learning experiences.	Programs result in credentials and offer work-based learning experiences.	Programs offer credentials or work-based learning experiences.
Program Quality	Curriculum aligns with State program and course standards, decisions based on data, and continuous improvement plan created and implemented. Progress is evident.	Curriculum aligns with State program and course standards, decisions based on data, and continuous improvement plan implemented.	Curriculum aligns with State program and course standards, decisions based on data and continuous improvement plan developed.	Curriculum aligns with State program and course standards.

Element 2: Evaluation of Program Quality Select a rating below	Rating Rationale and Potential Action Steps It is important to capture your thinking here in order to avoid repeating work later in the process
Size Rating: Leading Embedded Emerging Deficient	
Scope Rating: Leading Embedded Emerging Deficient	
Quality Rating: Leading Embedded Emerging Deficient	

Element 3 Worksheet: Evaluation of Workforce Alignment

Review data collected including any notes from interviews, focus groups, or other methodologies. Discuss each of these questions. Assign a note-taker for the discussion electronically on this form. At the end, via consensus, assign a rating and rationale for this part of the CLNA.

Workforce information on page 15. For further data, please see [CTE Directors SharePoint](#) and [Tableau](#), you will need an account to access data reports.

Questions to Consider	Strengths/ Opportunities	Challenges/ Needs/Threats	Gaps/ Areas of revision/ New implementation
1. What are the highest projected growth industries in our region? What occupations are part of that industry?			
2. How are CTE programs offered aligned to the demand?			
3. How do CTE program enrollments match projected job openings? Where are the biggest gaps?			
4. How do CTE program enrollments match projected job openings? Where are the biggest gaps?			
5. What are the emerging occupations and are programs available for students in those areas?			

6. What skill needs have industry partners identified as lacking in the programs offered?			
7. Which programs graduate employees that thrive in the workplace? Why?			
8. What opportunities exist in our local labor market for students with disabilities, English learners, or other special populations?			
9. Are we offering CTE programs that are not aligned to demand?			

	Leading	Embedded	Emerging	Deficient
Element 3- Workforce Alignment	LEA offers programs for each student populations that align to the highest projected employment growth and emerging occupations in the region. Plan in place to retool, redirect and/or sunset outdated programs and provide targeted opportunities for employment of special populations.	LEA offers programs for each student populations that align to the highest projected employment growth and emerging occupations in the region.	LEA offers programs for student populations that align to occupations.	LEA offers programs.

Element 3: Workforce Alignment	Rating Rationale and Potential Action Steps
Select a rating below	It is important to capture your thinking here in order to avoid repeating work later in the process
Rating: Leading Embedded Emerging Deficient	

Element 4 Worksheet: Evaluation of Implementing CTE Programs

Review data collected including any notes from interviews, focus groups, or other methodologies. Discuss each of these questions. Assign a note-taker for the discussion electronically on this form. At the end, via consensus, assign a rating and rationale for this part of the Comprehensive Local Needs Assessment.

Questions to Consider	Strengths/ Opportunities	Challenges/ Needs/Threats	Gaps/ Areas of revision/ New implementation
1. Are our programs fully aligned and articulated across secondary and postsecondary education?			
2. Do our programs incorporate relevant academic, technical, and career readiness/employability skills at every learner level?			
3. Do we have credit transfer agreements to help students earn and articulate credit?			
4. Are students being retained in the same program of study?			
5. Do students in the programs of study have multiple entry and exit points?			
6. Are students in our programs earning recognized postsecondary credentials? Which credentials?			
7. What is the role of business and industry partners in the current program of study development and delivery?			

	Leading	Embedded	Emerging	Deficient
Element 4- Implementing CTE Programs	Programs are aligned, growing, expanding and articulated across secondary and post-secondary with embedded academic, technical, and employability skills. Students have multiple entry and exit points within a pathway/program of study.	Programs are aligned and articulated across secondary and post-secondary with embedded academic, technical, and employability skills. Students have multiple entry and exit points within a pathway/program of study.	Programs are aligned across secondary and post-secondary, articulation is in development with embedded academic, technical, and employability skills.	Programs are aligned across secondary and post-secondary.
Element 4- Stakeholder involvement in CTE Programs	Growth and expansion on an established stake holder base where all stakeholders are actively involved in decision making.	Established stakeholder base where all stakeholders are actively involved in decision making.	Stakeholder involvement with limited alignment in decision making.	Limited Stakeholder involvement.

Element 4: Implementation of CTE Programs	Rating Rationale and Potential Action Steps
Select a rating below	It is important to capture your thinking here in order to avoid repeating work later in the process
Rating: Leading Embedded Emerging Deficient	

Element 5 Worksheet: Evaluation of Recruiting, Retaining, and Training CTE Educators

Review data collected including any notes from interviews, focus groups, or other methodologies. Discuss each of these questions. Assign a note-taker for the discussion electronically on this form. At the end, via consensus, assign a rating and rationale for this part of the Comprehensive Local Needs Assessment.

Questions to Consider	Strengths/ Opportunities	Challenges/ Needs/Threats	Gaps/ Areas of revision/ New implementation
1. How diverse is our staff? Does it reflect the demographic makeup of the student body?			
2. What processes are in place to recruit new CTE educators?			
3. What onboarding processes are in place to bring new professionals into the system?			
4. Are these processes efficient and effective, especially for educators coming from industry?			
5. Are all educators teaching in our programs adequately credentialed?			
6. Do we offer regular, substantive, and effective professional development around CTE academic and technical instruction based on identified needs?			
7. What has been the impact on mentoring and onboarding processes for new instructors, especially instructors coming from industry?			
8. What professional development offerings are most highly rated by participant staff? Does this differ when looking at different factors such as length of time in position, certification, career area, etc.?			

9. Is there a process to develop or recruit CTE instructors from existing staff?			
10. In what content areas do we need to develop or recruit more educators?			

	Leading	Embedded	Emerging	Deficient
Element 5- Recruitment of CTE Educators	Practices and processes in place to recruit high quality, licensed, and endorsed educators. Processes in place for onboarding, mentoring, licensing. Gaps Identified. Improvement plans created and implemented. Educator satisfaction is high, professional development opportunities that align with industry trends. Progress is evident.	Practices and processes in place to recruit high quality, licensed, and endorsed educators. Processes in place for onboarding, mentoring, licensing. Gaps Identified. Improvement plans created and implemented.	Practices and processes in place to recruit high quality, licensed, and endorsed educators. Processes in place for onboarding, mentoring, licensing. Gaps Identified. Improvement plan is in development.	Practices and processes in place to recruit high quality, licensed, and endorsed educators. Processes in place for onboarding, mentoring, licensing.

Element 5: Recruitment, Retention, & Training for CTE Teachers Select a rating below	Rating Rationale and Potential Action Steps It is important to capture your thinking here in order to avoid repeating work later in the process
Rating: Leading Embedded Emerging Deficient	

Element 6 Worksheet: Evaluation of Equity and Access

Review data collected including any notes from interviews, focus groups, or other methodologies. Discuss each of these questions. Assign a note-taker for the discussion electronically on this form. At the end, via consensus, assign a rating and rationale for this part of the Comprehensive Local Needs Assessment.

Questions to Consider	Strengths/ Opportunities	Challenges/ Needs/Threats	Gaps/ Areas of revision/ New implementation
1. Which population groups are underrepresented in our CTE programs overall? And in each program area?			
2. Which population groups are over-represented in CTE programs?			
3. Looking back on the sections on program quality, labor market needs, and progress toward implementing programs of study, are there any enrollment discrepancies when comparing to programs that lead to high wage, high skill and in-demand occupations?			
4. What is the difference between participant, concentrator, and completer data for each special population? What is in place that encourages students to complete programs? What barriers are in place that prevent students from special populations from completing?			
5. What barriers currently exist that prevent each special population group from participating in your programs?			
6. What accommodations, modifications, and supportive services do we currently provide? Which are most effective? Which ones are underutilized?			

7. 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?			
8. What programs of study/pathways have strategies developed in partnership with industry, to increase special population involvement in work-based learning opportunities and employment?			

	Leading	Embedded	Emerging	Deficient
Element 6- Equity and Access	Gaps Identified. Improvement plans created and implemented. Progress is evident.	Gaps Identified. Improvement plans created and implemented. Specifically; enrollment, barriers, recruitment efforts, accommodations, participants, concentrators, completers.	Gaps Identified. Improvement plans in development.	Gaps Identified.
Element 6: Equity and Access Select a rating below	Rating Rationale and Potential Action Steps It is important to capture your thinking here in order to avoid repeating work later in the process			
Rating: Leading Embedded Emerging Deficient				

Full Needs Assessment Rubric

	Leading	Embedded	Emerging	Deficient
Element 1- Student Performance	Gaps Identified.	Gaps Identified. Improvement plans created and implemented. Progress is Evident.	Gaps Identified. Improvement plans in development.	Gaps Identified. Improvement plans created and implemented.
Element 2- Program Size	School offers complete programs that demonstrate growth, innovation, and expansion which align with student interest and industry sector needs.	School offers complete programs that align with student interest and industry sector needs.	School offers the ability to concentrate in programs that align with student interest and industry sector needs.	School offers the ability to concentrate in programs.
Element 2- Program Scope	Programs result in credentials valued by industry and are stackable. Offer high quality work-based learning experiences that result in viable placement opportunities.	Programs result in credentials valued by industry and offer high quality work-based learning experiences.	Programs result in credentials and offer work-based learning experiences.	Programs offer credentials or work-based learning experiences.

Element 2- Program Quality	Curriculum aligns with State program and course standards, decisions based on data and continuous improvement plan created and implemented. Progress is evident.	Curriculum aligns with State program and course standards, decisions based on data and continuous improvement plan implemented.	Curriculum aligns with State program and course standards, decisions based on data and continuous improvement plan developed.	Curriculum aligns with State program and course standards.
Element 3- Workforce Alignment	School offers programs for all student populations that align to the highest projected employment growth and emerging occupations in the region. Plan in place to retool, redirect and/or sunset outdated programs and provide targeted opportunities for employment of special populations.	School offers programs for all student populations that align to the highest projected employment growth and emerging occupations in the region.	School offers programs for student populations that align to occupations.	School offers programs.
Element 4- Implementing CTE Programs	Programs are aligned, growing, expanding and articulated across secondary and post-secondary with embedded academic, technical, and employability skills. Students have multiple entry and exit points	Programs are aligned and articulated across secondary and post-secondary with embedded academic, technical, and employability skills. Students have multiple entry and exit points within a pathway/program of study.	Programs are aligned across secondary and post-secondary, articulation is in development with embedded academic, technical, and employability skills.	Programs are aligned across secondary and post-secondary.

	within a pathway/program of study.			
Element 4- Stakeholder involvement in CTE Programs	Growth and expansion on an established stakeholder base where all stakeholders are actively involved in decision making.	Established stakeholder base where all stakeholders are actively involved in decision making.	Stakeholder involvement with limited alignment in decision making.	Limited Stakeholder involvement.
Element 5- Recruitment of CTE Educators	Practices and processes in place to recruit high quality, licensed, and endorsed educators. Processes in place for onboarding, mentoring, licensing. Gaps Identified. Improvement plans created and implemented. Educator satisfaction is high, professional development opportunities that align with industry trends. Progress is evident.	Practices and processes in place to recruit high quality, licensed, and endorsed educators. Processes in place for onboarding, mentoring, licensing. Gaps Identified. Improvement plans created and implemented.	Practices and processes in place to recruit high quality, licensed, and endorsed educators. Processes in place for onboarding, mentoring, licensing. Gaps Identified. Improvement plan is in development.	Practices and processes in place to recruit high quality, licensed, and endorsed educators. Processes in place for onboarding, mentoring, licensing.

Element 6- Equity and Access	Gaps Identified. Improvement plans created and implemented. Progress is evident.	Gaps Identified. Improvement plans created and implemented. Specifically; enrollment, barriers, recruitment efforts, accommodations, participants, concentrators, completers.	Gaps Identified. Improvement plans in development.	Gaps Identified.
------------------------------	----------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------	------------------

Merging Findings and Setting Priorities

Finishing the 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. Utilizing multiple methods to collect input will create more thoughtful outcomes when employing those other engagement strategies listed throughout this guidebook.

Engaging stakeholders in a discussion about local and regional goals is critical as you conclude this process. Ensuring the stakeholder group understands the six required uses of funds (Section 135 of Perkins V) 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 of the needs assessment and prepare for the local application.

Review findings

It is now time to review your findings and determine what steps to take. There are considerably more issues and actions than can be addressed at this time. However, it is important to narrow the list of needs to a key set of actions that will have the greatest impact on:

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

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

- Element 1: Which performance areas are providing the most difficulty? For what student groups? What can be done to address those needs?
- Element 2: 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?
- Element 3: Are programs adequately addressing current and emerging employer needs? Will programs allow students to earn a living wage when they become employed?
- Element 4: Are secondary, postsecondary, and support systems aligned to ensure students can move through their chosen pathway without barriers or replication? Are credentials awarded to students of economic value to students and employers?
- Element 5: How can you get teachers to join your staff? What support is needed to retain effective teachers and instructors?
- Element 6: Which subpopulations are struggling the most? Are there activities that could be undertaken that would remove barriers right away? What are long term solutions to ensuring all subpopulations are successful?

These will be difficult discussions. The outcome of this final step will be to identify activities to fund and how to meet performance indicators in the coming two years. The leadership team will likely need to make some tough decisions about how to prioritize the need and design the action steps to be included in the Perkins local application. Perkins applicants will be using the Utah Perkins V Application Guide located on the USBE website. Applications will be received from eligible recipients through Utah Grants.

Potential Partner Worksheet

Use this template to identify potential partners for your CLNA. All listed are required in Perkins V Law Section 134(c). * Required stakeholder groups.

Role	Name	Organization	Contact Information
*Secondary teachers			
*Secondary school counselors and advisement professionals, academic counselors			
*Secondary administrators			
*Secondary instructional support, paraprofessionals			

Role	Name	Organization	Contact Information
*Postsecondary CTE faculty			
*Postsecondary administrators			
*Postsecondary career guidance and advising professionals			
*Representatives of Special Populations gender, race, ethnicity, migrant status, disability, economically disadvantaged, nontraditional, single parent, pregnant women, out of work individuals, English learners, homeless, foster care, active duty military parents, corrections			

Role	Name	Organization	Contact Information
*Representatives of Indian Tribes and Tribal Organizations			
Local workforce development board member			
*Local business & industry representative			
Regional economic development organization member			

Role	Name	Organization	Contact Information
Youth corrections education representative			
Adult corrections education representative			
*Parents and students			
Other stakeholders			

Program Quality Evaluation Tools

ACTE's Quality CTE Program of Study Framework

ACTE's evidence-based framework assessing across 12 elements to capture the program scope, delivery, implementation and quality. It also touches on program staffing and equity.

<https://www.acteonline.org/professional-development/high-quality-cte-tools/high-quality-cte-development/>