



Career and College Readiness

Carl Perkins Comprehensive Local Needs Assessment (CLNA)

Section 135(a) of the Perkins law states that 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.

Required Consultation

Section 134(d) of Perkins law states that: 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.

Per Louisiana Perkins State Plan, the following stakeholders must be engaged:

1. Adult education staff;
2. Regional economic development organizations (REDO);
3. Representatives from local juvenile justice and/or adult corrections education programs;
4. Foundation and financial partners;
5. Community leaders; and
6. Representatives of organizations focused on equal access

List names of required stakeholders in the table below and maintain for monitoring. In eGMS, you will complete a compliance check.

Required Consultation

Question 1: Part A

Section 134(c)(2)(A) of Perkins law states the needs assessment must include: 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.

STEP 1:

Look at each indicator and review:

- special population performance level as compared to the whole population level and identify negative and positive gaps
- genders, races, and ethnicities and identify negative and positive gaps.

STEP 2:

Analyze gaps and identify trends for subpopulation and subgroup performance.

STEP 3:

Report findings in the table below. These findings must be transferred into eGMS.

Part A - Evaluation of Student Performance

Question 2: Part B-1

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

STEP 1:

To address scope, for each Jump Start pathway offered at your school, analyze the following course progressions available to students:

- Foundational courses such as Universal courses in middle grades;
- Foundational courses such as Universal courses in 9th and 10th;
- Pathway specific courses offered at the high school; and
- Advanced coursework available through partners.

STEP 2:

To address quality, for each Jump Start pathway offered at your school, analyze the following opportunities available in each pathway:

- Emerging Industry Based Certifications;
- State Focus list Industry Based Certifications;
- Dual enrollment credit through post-secondary partners;
- Credit Based Credentials through post-secondary partners;
- Prior Learning credit; and
- Work-based Learning opportunities.
 - If using [Perkins funds for work-based learning](#), a statement must be made to say that CDF and CTE 6% will be used before Perkins funds.

STEP 3:

To address size, for each of your Jump Start Pathways, analyze:

- Program capacity in regards to availability during the student scheduling process
- Programs in which demand exceeds capacity for offerings at the high school
- Programs in which demand exceeds capacity for offerings available through the post-secondary partners

STEP 4:

Report findings in the table below. These findings must be transferred into eGMS.

Part B-1 Evaluation of Program Quality (Size, Scope, and Quality)

Question 3: Part B-2

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

STEP 1:

Meet with your regional team including school systems, colleges, economic development and workforce partners to review LMI and/or Lighthouse data available to the region. As a regional team, discuss and document:

- The in-demand industry sectors in your region
- The in demand jobs for the region;
- The emerging jobs and/or industry sectors
- The in-demand IBCs, degrees, and/or technical skill sets valued by employers

STEP 2:

Using the data collected in B-1 and Step 1 of B-2, compare and contrast your system CTE program to the regional or state economic demand for employees. Analyze the student enrollment in pathways as it relates to the economic demand. Identify gaps

STEP 3:

Report findings in the table below. These findings must be transferred into eGMS.

Part B-2 Evaluation of Program Quality (Labor Market Alignment)

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Question 4: Part C

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

STEP 1:

Using the data collected in B-1 and the approved Perkins eligible Programs of Study documents, crosswalk the documents to identify commonality specific to:

- State Focus list Industry Based Certifications;
- Dual enrollment credit through post-secondary partners;
- Credit Based Credentials through post-secondary partners; and
- Prior Learning credit.

STEP 2:

Identify areas of growth specific to Jump Start Pathways and Perkins eligible Programs of Study.

STEP 3:

Report findings in the table below. These findings must be transferred into eGMS.

Part C - Progress Towards Implementing CTE Programs and Programs of Study

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Question 5: Part D

Section 134(c)(2)(D) of Perkins law states the needs assessment must include: A description of how the eligible recipient will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.

STEP 1:

If needed, consult with HR Director to identify:

- System-wide recruitment and selection process and any variances for CTE instructors
- System-wide training protocols for new instructors and any variances for CTE instructors

STEP 2:

- Identify recruitment needs specific to CTE

STEP 3:

- Identify training needs specific to CTE

STEP 4:

- Identify retention needs specific to CTE

STEP 5:

Report findings in the table below. These findings must be transferred into eGMS.

Part D - Recruitment, Retention, and Training of CTE Educators

Question 6: Part E

Section 134(c)(2)(E) of Perkins law states the needs assessment must include:

A description of progress toward implementation of equal access to high-quality career and technical education courses and program 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;
- 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.

STEP 1:

Using the data collected and analyzed in Part A, for each area identified in the question, analyze the potential cause for the gap. Discuss strategies to address the gap. Identify activities to address the gap.

STEP 2:

Using the data collected and analyzed in Step 3 of Part B-1, analyze student enrollment trends. Identify programs in which special populations are underrepresented. Discuss potential barriers to enrollment. Identify activities to prepare students to overcome identified barriers.

STEP 3:

Report findings in the table below. These findings must be transferred into eGMS.

Part E - Progress Towards Improving Equity and Access