

Comprehensive Local Needs Assessment Guidebook 2025



Office of Career-Technical
Education

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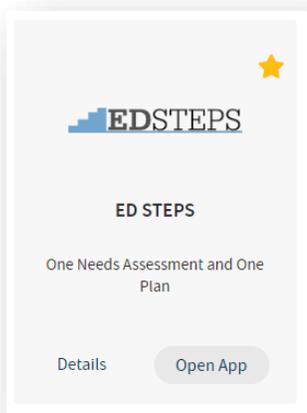
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Introduction

One of the most significant changes introduced in the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) is the comprehensive local needs assessment (CLNA). The law says that to be eligible to receive financial assistance under this part, an eligible recipient must— “(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 two years, update such comprehensive local needs assessment.”

Understanding the CLNA

The needs assessment is designed as the foundation of Perkins V implementation at the local level. It drives the development of the local application and future spending decisions. The needs assessment prompts an applicant to take an in-depth look at its entire local and regional career-technical education (CTE) system and identify areas where targeted improvements can lead to increased opportunities for student success. The needs assessment, if implemented thoroughly, can also offer local stakeholders the chance to build an understanding of CTE and share in the vision of the future.



The CLNA is completed through the leadership team collecting and analyzing data, performing a root cause analysis with stakeholder engagement, identifying priority needs and then entering all of the information into the [Perkins Local Needs Assessment](#) in the [One Needs Assessment](#) in [ED STEPS](#) system. The priority needs that are identified will be used to complete the Local Application for Perkins funds.

Figure 1: OH|ID application tile for ED STEPS

Why is it so Important?

The CLNA is completed using on data-driven, equity focused decisions and presents an unprecedented opportunity to:

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

Translating the results of the CLNA into the local application is an invaluable opportunity to focus on program effectiveness and implement plans that will have a long-term impact on access to high-quality CTE for all Ohio students. The needs assessment process gives the opportunity to strengthen and improve Ohio’s entire education system through career-tech.

The Ohio Department of Education and Workforce has created this document using resources from Advance CTE and the Association for Career and Technical Education (ACTE). The Department encourages all teams engaged in this process to consult the work cited in the appendices.

Instructions

The Comprehensive Local Needs Assessment Guidebook offers instructions and guidance to help planning and implementation teams conduct their CLNAs and complete their Perkins V applications. This publication also offers guidance on required components of the law and conveys expectations for how teams will collect, provide and use information. It also provides linked [definitions](#) to key terms, [examples](#) to answering questions, resources, and tools that can be used to assist in completing the CLNA in the [ED Steps](#) system.

The guidebook is intended to give Perkins V local applicants a framework for completing the CLNA by translating legislation into action steps. Its goal is to create a local process that goes beyond meeting requirements to engage stakeholders in thoughtful CTE program improvement. This publication is organized by a series of steps to completing the CLNA and application.

The purpose of the CLNA is to enable an applicant to base its application on data-driven, equity-focused decisions. Identifying priorities will allow for more intentional decision-making in the early planning stages. The below graphic shows the steps of the CLNA.

STEP 1: Identify and Create Local Leadership Team

STEP 2: Identify Stakeholders and Develop Stakeholder Engagement Plan

STEP 3: Gather Quantitative and Qualitative Data and Answer CLNA Questions

STEP 4: Engage Stakeholders for Root Cause Analysis

STEP 5: Discuss and Record Final CLNA Answers and Set Priorities in ED STEPS

STEP 6: Completing the Local Application

Step 1: Identify and Create a Local Leadership Team

The CLNA requires the applicant to consult with a diverse body of stakeholders. It is important to assemble a local leadership team to help guide the work and set and maintain priorities. This leadership team's task will be to complete the CLNA, support stakeholder engagement in the root cause analyses and in identifying priority needs for the district or postsecondary institution. The team should be small but include individuals who can use systems to support the needs assessment and application work.

The leadership team can help gather and develop quantitative and qualitative data, conduct stakeholder meetings, facilitate root cause analysis with stakeholders, review results of the CLNA, decide priorities for the local application and write the local application.

The leadership team should draw from all levels of the secondary or postsecondary institution. Members may include:

Potential Secondary Participants:

- Superintendents
- Treasurers
- School board members
- District administrators
- Teachers
- EMIS coordinators, curriculum directors and school counselors
- Business and industry delegates
- Community partners
- Postsecondary partners

Potential Postsecondary Participants:

- Presidents, superintendents
- Vice presidents, deans, Ohio Technical Center directors
- Fiscal officers, treasurers
- Faculty, instructors, teachers
- Ohio Technical Center attestors, Higher Education Information system liaisons
- Career and academic advisors or counselors
- Business and industry delegates
- Community partners
- Secondary partners

Once a local leadership team is established, the next step is to identify stakeholders and develop a stakeholder engagement plan. Perkins V requires that applicants involve a diverse set of stakeholders in the completion of the comprehensive local needs assessment.

Identify one person who will be responsible for coordinating the work of the leadership team. This “project lead” should not do all the leadership team’s work. Instead, he or she should serve as project manager, ensuring the team meets deadlines and coordinating meetings.

Step 2: Identify Stakeholders and Develop a Stakeholder Engagement Plan

Perkins V requires local teams to engage a diverse group of stakeholders in completing the CLNA. Stakeholders may help review and complete a root cause analysis for each section of the CLNA to support the leadership team in identifying priority needs.

IDENTIFY REQUIRED STAKEHOLDER PARTICIPANTS

The table below outlines requirements for stakeholder participation. Perkins V **requires, at a minimum**, the following participants to engage in the CLNA, local application development and on-going consultation [Sec.134 (d) and (e)]:

- Representatives from career-technical education programs from both secondary and postsecondary institutions. These include:
 - Teachers, instructors and faculty,
 - Career guidance and advisory professionals,
 - Administrators, principals,
 - Specialized instructional support personnel and paraprofessionals,
 - Representatives from local workforce development boards or regional economic development organizations as well as local business and industry,
 - Parents, guardians and students,
 - Representatives from [special populations](#),
 - Representatives from regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth, and
 - Representatives from Indian tribes and tribal organizations in the state, where applicable.

ROLE OF STAKEHOLDERS AND STAKEHOLDER ENGAGEMENT COMMITTEE

The local leadership team will consult with stakeholders on a yearly basis. Annual consultation may include, but is not limited to:

1. Stakeholders providing input on annual updates to the CLNA;
2. Ensuring 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, which may include in-demand industry sectors or occupations identified by the local workforce development board,
 - c. Informed by labor market information,
 - 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, including activities such as the identification of relevant standards, curriculum, industry-recognized credentials, and current technology and equipment;
3. Identifying and encouraging opportunities for work-based learning, and
4. Ensure funding coordinates with other local resources.

PLANNING STAKEHOLDER ENGAGEMENT

Robust stakeholder engagement is essential to ensuring decisions made are in the best interests of the community and will provide relevant, sustainable opportunities for students as they transition from education to the workforce. Allowing each stakeholder the opportunity to provide input from their own perspective is important to the process. The leadership team should develop a plan to coordinate and engage stakeholder engagement so it can cultivate meaningful discussions and root cause analysis.

The leadership team could consider doing the following when developing the stakeholder engagement plan:

- Use a variety of engagement methods like hybrid meetings, interviews, and feedback surveys.
- Collect all data and prepare answers to each question in each section of the CLNA to engage with stakeholders for root cause analyses work.
- Communicate clear goals with stakeholders and describe their roles.
- Explain foundational knowledge on root cause analysis and use an activity for facilitating a root cause analysis.

Step 3: Gather Data and Answer CLNA Questions

The local leadership team should collect and compile all necessary data to be used to thoroughly answer all of the CLNA questions before the stakeholder engagement meetings. This section will describe qualitative and quantitative data sources, the framework of the CLNA, the data sources needed for each section group, recommended stakeholders for each root cause analysis and the CLNA questions themselves. Upon collecting all needed data, the leadership team should answer all of the CLNA questions. This guidebook or the [CLNA Questions](#) document in the appendices can be used for the leadership team to complete that task.

QUANTITATIVE DATA SOURCES

The Ohio Department of Education and Workforce provides career-technical planning districts (CTPDs) Equity Lab Reports, annually. Data reports aligned to the federal accountability measures are also provided to secondary districts in the [Secure Data Center, Career and Technical Education dashboard](#). This data is disaggregated by race, gender and special population group. These data reports will have the most current data that should be used for the purposes of the CLNA.

The Ohio Department of Higher Education provides postsecondary applicants data through the [Higher Education Information System portal \(HEI\)](#) and the Perkins V Data Report.

The Ohio Department of Education and Workforce provides access to the [Ohio In-Demand Jobs and CTE Pathways Alignment Map GIS tool](#) for local, regional and state local market data.

QUALITATIVE DATA SOURCES

Qualitative data provides context to the quantitative data. This data provides supportive information needed for stakeholders to understand the root causes of problems and guide support.

Qualitative data will need to be collected by the applicant. Examples of qualitative data are teacher and student interviews, testimonies, surveys and observations.

COMPREHENSIVE LOCAL NEEDS ASSESSMENT FRAMEWORK

This framework of the CLNA is important for the leadership team to plan how to answer the questions in each section. The leadership team may prepare answers to bring to the stakeholder engagement meetings to complete a root cause analysis in each section.

The CLNA has seven sections and six required elements. The screen shot to the right shows the sections in the [Perkins Local Needs Assessment](#). These sections encompass the questions regarding the required elements of the law aligned to the decision-making, implementation and performance of career-technical education programs. Many of the elements are interconnected, so insights gained in one part may be helpful in addressing another part.

Sections		Hide Sections
* Required	® Recommended	LEA
* Stakeholder Documentation		☑
* Evaluation of Student Performance		☑
* Size, Scope and Quality		☑
* Labor Market Alignment		☑
* Progress Toward Implementing CTE Programs of Study		☑
* Recruitment, Retention, and Training of CTE Educators		☑
* Improving Equity and Access		☑

Figure 2. Screen shot of the CLNA Sections from the Perkins Local Needs Assessment in ED STEPS.

SECTION 1: STAKEHOLDER DOCUMENTATION

In the [One Needs Assessment](#) in [ED STEPS](#), the first section of the Perkins Local Needs Assessment is titled *Stakeholder Documentation*, which asks applicants to identify leadership and stakeholder team members. This section can help applicants ensure team members are engaged, committed, and included in communications, meetings and decision-making processes.

SECTION 2: EVALUATION OF STUDENT PERFORMANCE

The CLNA must have an evaluation of the performance of career-tech students (career-technical education concentrators) related to each of the state and local performance indicators, especially that of students in [special populations](#) and all student [subgroups](#). The framework introduced by the Ohio Department of Education and Workforce in regional equity labs can offer insight into how to identify gaps and address them through strategies aligned with Perkins V.

Visit the [Office of Career-Technical Education’s Equity website](#) for more information on equity labs and when they may occur in your region.

[Perkins V, Section 134\(c\)\(2\)\(A\)](#) says the comprehensive local needs assessment must include:

An evaluation of the performance of the students served with respect to state-determined and local levels of performance, including an evaluation for special populations and each subgroup described in section 1111 of the Elementary and Secondary Education Act.

Questions	Data Sources
<ol style="list-style-type: none"> 1. For each of the federal performance indicators, identify and list all special population groups and subgroups in the data set and the performance percentage for each. Use a heading for each federal performance indicator with the requested information following. EXAMPLE ANSWER 2. List the special populations and subgroups that do not meet the state-identified levels of performance for each federal performance indicator. Use a heading for each federal performance indicator with the requested information following. EXAMPLE ANSWER 3. List the federal performance indicators where the state-determined levels of performance were not met. These indicators would have initiated a Program Improvement Plan (PIP). 4. How has the Perkin’s recipient addressed disparities or gaps in performance for the special population groups and subgroups that do not meet the state-identified levels of performance for the federal performance indicators? 	<p>Secure Data Center Reports aligned to the federal accountability indicators. HEI Data/Postsecondary Perkins V Report. Teacher, student, administrator surveys, observations, and feedback.</p>
Root Cause Question	Suggested Stakeholders
<ol style="list-style-type: none"> 5. Based on the quantitative and qualitative data review and root cause analysis from the stakeholder engagement group, describe what could be the underlying root cause(s), that if addressed would result in a positive impact on all student performance in the federal performance indicators? Briefly explain the root cause(s). 	<p>All stakeholders required by law with a focus on: Administrators, teachers & faculty, representatives for special populations, guardians, and students.</p>
Priority Need Question	Identifying a Need
<ol style="list-style-type: none"> 6. Is improving the root cause a priority for the local applicant? 	<p>Leadership Team should determine if the root cause of student performance should be considered a priority and request to be funded through the Local Application.</p>

SECTION 3: SIZE, SCOPE AND QUALITY

Defining [size, scope and quality](#) is important to ensure funds are used to drive excellent, equitable and effective CTE pathways. There are two separate question groups in this section, one for secondary CTPDs and the other for postsecondary institutions.

Secondary Specific Questions	Data Sources
<ol style="list-style-type: none"> In the CTPD, how many students are eligible to access career-technical education in grades 7-12? Describe how the CTPD is meeting the secondary size requirements of the Ohio Revised Code, 3301-61-03, by listing all approved pathways in the district and associated career fields. Describe how the CTPD integrates work-based learning opportunities for students in CTE programs. Describe how the CTPD ensures all students have access to career-technical student organizations. Describe how approved pathways offered in the CTPD meet all required elements of secondary scope as defined in the Ohio Revised Code, 3301-61-03. List the pathways in the CTPD determined non-compliant for meeting the state-determined levels of performance in Technical Skill Attainment or Post-Program Placement and actively engaged in the Ohio Career-Technical Education Quality Program Review process. Describe the strategies the district has implemented to improve the pathways actively engaged in the Quality Program Review process. If the district is not meeting the secondary size, scope and quality criteria, explain the plan by the district to meet the criteria. 	<p>Secure Data Center Reports aligned to the district enrollment and Quality Program Review.</p> <p>Approved CTE-26 applications.</p> <p>Teacher, counselor, student, CTSO advisor, administrator surveys, observations, and feedback.</p>
Root Cause Question	Suggested Stakeholders
<ol style="list-style-type: none"> Based on the quantitative and qualitative data review and root cause analysis from the stakeholder engagement group, describe what could be the underlying root cause(s) that if addressed would result in a positive impact on secondary size, scope and quality of the CTE pathways offered in the district. Briefly explain the root cause(s). 	<p>All stakeholders required by law with a focus on: Administrators, teachers & faculty, representatives for special populations, guardians, and students.</p>
Priority Need Question	Identifying a Need
<ol style="list-style-type: none"> Is improving the root cause a priority for the local applicant? 	<p>Leadership Team should determine if the root cause of secondary size, scope and quality should be considered a priority and request to be funded through the Local Application.</p>

Postsecondary Specific Questions

Data Sources

1. Describe the CTE programs the [local applicant](#) offers that lead to immediate employment but not necessarily a baccalaureate degree.
2. Describe what student support services are offered by the [local applicant](#) for accreditation purposes.
3. Describe how the local applicant provides [equitable access](#) to high-quality career and technical education programs for all students specifically addressing students in [special populations](#).
4. Describe the policies and practices the [local applicant](#) has implemented to maintain accreditation and high-quality academic standards for programs.
5. Describe how the local applicant meets all standards of [postsecondary size, scope and quality](#).
6. If the [local applicant](#) does not currently meet all standards of [postsecondary size, scope and quality](#) describe the plans to meet the criteria.

HEI Data, Perkins V Data Report.
Approved CTE-26 applications.
Faculty, student, administrator surveys, observations, and feedback.

Root Cause Question

Suggested Stakeholders

7. Based on the [quantitative](#) and [qualitative data](#) review and [root cause analysis](#) from the stakeholder engagement group, describe what could be the underlying [root cause\(s\)](#) that if addressed would result in a positive impact on [postsecondary size, scope and quality](#) of the CTE pathways offered in the district. Briefly explain the [root cause\(s\)](#).

All stakeholders required by law with a focus on: Administrators, teachers & faculty, representatives for special populations, guardians, and students.

Priority Need Question

Identifying a Need

8. Is improving the [root cause](#) a priority for the [local applicant](#)?

Leadership Team should determine if the [root cause](#) of [postsecondary size, scope and quality](#) should be considered a priority and request to be funded through the [Local Application](#).

The Office of Career-Technical Education has introduced a new GIS system, [Ohio In-Demand Jobs & CTE Pathways Alignment Map](#) to assist local applicants with this section on the CLNA.

SECTION 4: LABOR MARKET ALIGNMENT

Perkins V continues to focus on aligning programs of study to high-wage, high-skill and [in-demand](#) occupations. In the CLNA, local leadership teams will provide an analysis of how career-technical education programs are meeting the needs of workforce and economic development.

Perkins V, section 134(c)(2)(B)(ii) says the CLNA 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 local workforce development boards.

Questions	Data Sources
<ol style="list-style-type: none"> 1. Describe how the pathways being offered by the local applicant are aligned to state, regional and local in-demand occupations using state, regional and/or local market data. 2. Describe the process implemented by the local applicant to review state, regional and local market data to identify pathways not currently being offered and the planning to develop these pathways. 3. Provide an explanation if the local applicant does not have a process implemented to review state, regional and local market data to identify potential new pathways. 4. Provide an explanation if there are pathways being offered by the local applicant not aligned to state, regional or local in-demand occupations but meet the needs of students being served. 5. Describe how the local applicant engages with local stakeholder groups, Business Advisory Councils, and/or Local Workforce Development Boards to ensure career-technical education pathways are aligned to in-demand occupations in the region. 6. Describe how the local applicant receives and reviews information from Local Workforce Development Boards about plans for the county and regional workforce and economic development opportunities for planning career pathways aligned to the opportunities. 7. Provide an explanation if the local applicant does not have a process implemented to review state, regional and local market data, engage with local stakeholder groups and/or receive and review information from Local Workforce Development Boards to identify development of new pathways not currently being offered by the local applicant. 	<p>Approved CTE-26 Applications. Ohio In-Demand Job & CTE Pathway Alignment Map GIS. Jobs Data Reports. Local, Regional, State market projection data. Teacher, student, administrator, community partner, business and industry partner surveys, observations, and feedback.</p>
Root Cause Question	Suggested Stakeholders
<ol style="list-style-type: none"> 8. Based on the quantitative and qualitative data review and root cause analysis from the stakeholder engagement group, describe what could be the underlying root cause(s) that if addressed would result in a positive impact on all student performance in the federal performance indicators? Briefly explain the root cause(s). 	<p>All stakeholders required by law with a focus on: Administrators, teachers & faculty, representatives for special populations, guardians, students, business and industry delegates, community partners, postsecondary/secondary partners.</p>
Priority Need Question	Identifying a Need

9. Is improving the [root cause](#) a priority for the [local applicant](#)?

Leadership Team should determine if the [root cause](#) of local market alignment should be considered a priority and request to be funded through the [Local Application](#).

SECTION 5: PROGRESS TOWARDS IMPLEMENTING CTE PROGRAMS OF STUDY

This section is meant to evaluate the current [programs of study](#) offered by the [local applicant](#). Pay special attention to the need for multiple entry and exit points for programs of study. Considering how a student may enter and exit education, engaging with the workforce as they exit will ensure that student career pathways are flexible to student needs.

Alignment of CTE Across Secondary & Postsecondary Questions	Data Sources
<ol style="list-style-type: none"> Describe the activities, processes, partnerships, or systems implemented by the local applicant to create articulation or continuation of secondary career-technical pathways to postsecondary career-technical programs of study. Describe the activities, processes, or systems implemented by the local applicant to inform students, guardians and communities of available opportunities to earn and articulate college credit in high school. Provide an explanation if the local applicant does not have a process in place to create articulation of secondary CTE pathways to postsecondary CTE programs of study and/or to inform the community of available opportunities to earn and articulate college credit from high school. 	<p>CTE-26 Applications. Local Data. Postsecondary/secondary partner, teacher, student, administrator, community partner, business and industry partner surveys, observations and feedback.</p>
Root Cause Question	Suggested Stakeholders
<ol style="list-style-type: none"> Based on the quantitative and qualitative data review and root cause analysis from the stakeholder engagement group, describe what could be the underlying root cause(s) that if addressed would result in a positive impact on improving progress towards implementing CTE programs of study that align across secondary and postsecondary? Briefly explain the root cause(s). 	<p>All stakeholders required by law with a focus on: Administrators, teachers & faculty, representatives for special populations, guardians, students, business and industry delegates, community partners, postsecondary/secondary partners.</p>
Priority Need Question	Identifying a Need
<ol style="list-style-type: none"> Is improving the root cause a priority for the local applicant? 	<p>Leadership Team determine if the root cause of improving progress towards implementing CTE programs of study across secondary to postsecondary should be considered a priority and request to be funded through the Local Application.</p>

Credential Attainment Questions	Data Sources
<p>6. Describe the industry-recognized credentials that are offered to students by the local applicant in each career field of approved CTE pathways.</p> <p>7. Report the percentage of student postsecondary credential attainment by the local applicant.</p> <p>8. Describe how postsecondary credential attainment varies across student special population groups and across subgroups.</p>	<p>Approved CTE-26 Applications. Secure Data Center Career and Postsecondary Readiness Report. HEI Data, Perkins V Data Report. Teacher, student, administrator, representatives of special populations, community partner, business and industry partner surveys, observations, and feedback.</p>
Root Cause Question	Suggested Stakeholders
<p>9. Based on the quantitative and qualitative data review and root cause analysis from the stakeholder engagement group, describe what could be the underlying root cause(s) that if addressed would result in a positive impact on improving postsecondary credential attainment? Briefly explain the root cause(s).</p>	<p>All stakeholders required by law with a focus on: Administrators, teachers & faculty, representatives for special populations, guardians, and students, business and industry delegates, community partners, postsecondary/secondary partners.</p>
Priority Need Question	Identifying a Need
<p>10. Is improving the root cause a priority for the local applicant?</p>	<p>Leadership Team determine if the root cause of improving progress towards implementing CTE programs of study using postsecondary credentials should be considered a priority and request to be funded through the Local Application.</p>

SECTION 6: RECRUITMENT, RETENTION AND TRAINING OF CTE EDUCATORS

The educator workforce in CTE will be analyzed through this section of the CLNA. Most importantly, the assessment asks participants to look at the diversity of these professionals and how closely they match the diversity of the education system in the local or regional community.

[Perkins V, section 134\(c\)\(2\)\(D\)](#) says the CLNA 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.

Questions	Data Sources
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1. Describe the teacher, faculty, specialized instructional support personnel, paraprofessionals and career guidance and academic counselors recruitment process of the [local applicant](#).
EXAMPLE ANSWER
2. Describe the professional development and continuing education opportunities that are offered to career-technical teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors by the [local applicant](#).
3. Describe the new CTE teacher onboarding process implemented by the [local applicant](#).
4. Describe how the [local applicant](#) encourages career-technical teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors to participate in professional development about differentiating learning strategies for diverse learners, identifying student learning needs, universal supports and social emotional and trauma informed pedagogy and supports.
5. Report the total number of CTE teachers in the local applicant’s district or postsecondary institution and the percentages of CTE teachers by the subgroups of gender and race.
6. Describe the plans to improve recruitment and retention of teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors of individuals representing [subgroups](#) who are [underrepresented](#) in such professions by the [local applicant](#).

CTE-26 Applications.
Local Data.
Secondary CTPD Equity Lab Reports.
Postsecondary/secondary partner, teacher, student, administrator, community partner, business and industry partner surveys, observations, and feedback.
Research on underrepresented subgroups in education professional.

Root Cause Question

Based on the [quantitative](#) and [qualitative data](#) review and [root cause analysis](#) from the stakeholder engagement group, describe what could be the underlying [root cause\(s\)](#) that if addressed would result in a positive impact on improving recruitment and retention of high-quality CTE teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors including individuals in groups [underrepresented](#) in such professions? Briefly explain the [root cause\(s\)](#).

Suggested Stakeholders

All stakeholders required by law with a focus on: Administrators, teachers & faculty, representatives for special populations, guardians, and students, business and industry delegates, community partners, postsecondary/secondary partners.

Priority Need Question

Identifying a Need

Is improving the [root cause](#) a priority for the [local applicant](#)?

Leadership Team should determine if the [root cause](#) of improving recruitment, retention and training of high-quality CTE staff including individuals in groups underrepresented in such professions should be considered a priority and request to be funded through the [Local Application](#).

SECTION 7: IMPROVING EQUITY & ACCESS

The CLNA requires stakeholders to assess progress toward equitable access to all career-technical education programs. Stakeholders also should identify and examine any real or perceived barriers that may prevent students of any [special populations](#) or [subgroups](#) from entering and thriving in career-technical education pathways and that access is meaningful and sustained for each student.

Perkins V, section 134(c)(2)(E) says the CLNA 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.

Access Questions

1. Describe the career exploration activities, processes, partnerships, or systems implemented by the [local applicant](#) to introduce or recruit potential students to career-technical education.
2. Describe how the recruitment activities implemented by the [local applicant](#) embed support for students in [special populations](#) groups.
3. Describe any barriers in the admission process for students having equal access to CTE pathways offered by the [local applicant](#). Admission criteria are examples of barriers.
4. Describe any barriers that exist for all students, specifically addressing students in special population groups, interested in participating in embedded activities offered by the [local applicant](#) like [work-based learning](#), [dual enrollment](#) and [career-technical education student organizations](#)?
5. List the approved CTE pathways offered by the [local applicant](#) that have an under or over-representation of students in [special population](#) groups as compared to the overall CTE student enrollment.

Data Sources

CTE-26 Applications.
Local Data.
Secondary CTPD Equity Lab Reports.
Secure Data Center reports,
Enrollment data, public data reports.
Admission processes.
Postsecondary/secondary partner,
teacher, student, administrator,
community partner, business and
industry partner surveys,
observations, and feedback.
Research on underrepresented
subgroups in education professional.

6. Describe the plan to provide equitable access for all students interested in career-technical education. Equitable access strategies can include preventing waitlists, expanding pathways, flexible hours, flexible teaching options and other strategies to remove barriers to access for all students.
7. Describe how the local applicant prepares students entering into a pathway as a [nontraditional student](#).
8. Is transportation a barrier for students in the district interested in participating in career-technical education? If yes, briefly explain how transportation is a barrier for students being served by the local applicant.



Root Cause Question

Suggested Stakeholders

9. Based on the [quantitative](#) and [qualitative data](#) review and [root cause analysis](#) from the stakeholder engagement group, describe what could be the underlying [root cause\(s\)](#) that if addressed would result in a positive impact on improving access for all students to CTE? Briefly explain the [root cause\(s\)](#).

All stakeholders required by law with a focus on: Administrators, teachers & faculty, representatives for special populations, guardians, and students, business and industry delegates, community partners, postsecondary/secondary partners.

Priority Need Question

Identifying a Need

10. Is improving the [root cause](#) a priority for the [local applicant](#)?

Leadership Team should determine if the [root cause](#) of improving access for all students to CTE should be considered a priority and request to be funded through the [Local Application](#).

Student Supports and Equitable Outcomes Questions

Data Sources

11. Describe the activities, processes, partnerships, or systems implemented by the [local applicant](#) to prepare students in [special populations](#) groups for self-sufficiency in [in-demand](#) occupations.
12. Describe how the [local applicant](#) provides required support staff accommodations and learning supports for students with disabilities and English learner students, to reduce barriers to learning and promote equitable outcomes.
13. Describe what universal supports are provided to all CTE students by the [local applicant](#) to reduce barriers to learning and promote equitable outcomes.
14. Describe the wrap-around support services provided by the [local applicant](#) to all students upon leaving school.

Secondary CTPD Equity Lab Reports. Postsecondary/secondary partner, teacher, student, administrator, counselors, community partner, business and industry partner surveys, observations, and feedback. Research on underrepresented subgroups in education professional.

Root Cause Question

Suggested Stakeholders

15. Based on the [quantitative](#) and [qualitative data](#) review and [root cause analysis](#) from the stakeholder engagement group, describe what could be the underlying [root cause\(s\)](#) that if addressed would result in a positive impact on improving student supports to reduce barriers to learning and promote equitable outcomes? Briefly explain the [root cause\(s\)](#).

All stakeholders required by law with a focus on: Administrators, teachers & faculty, representatives for special populations, guardians, and students, business and industry delegates, community partners, postsecondary/secondary partners, counselors.

Priority Need Question

Identifying a Need

16. Is improving the [root cause](#) a priority for the [local applicant](#)?

Leadership Team should determine if the [root cause](#) of improving student supports to reduce barriers to learning and promote equitable outcomes should be considered a priority and request to be funded through the [Local Application](#).

Step 4: Engage Stakeholders for Root Cause Analysis

Building a strong framework for the CLNA is a critical step in the implementation of the Perkins V local application. The purpose of the CLNA is to assist the education community in identifying areas of promise and opportunities for growth within their CTE delivery system. Stakeholder engagement is required by law to effectively facilitate the process.

Conducting a root cause analysis with stakeholder engagement offers a unique opportunity to embrace stakeholder perspectives and incorporate them into system improvement. The underlying goal is to engage in a continuous improvement cycle to support student success in CTE.

The integration of the root cause process assists in building the framework for the [Perkins Local Needs Assessment](#) in the [One Needs Assessment](#) part of the [ED STEPS](#) application. The root cause process is important to address as the outcomes will translate to the Summary of Results.

New Learning Management System (LMS) support is available for the CLNA, and root cause analysis titled “Understanding Perkins.”

Step 5: Discuss and Record Final CLNA Answers and Set Priorities in ED STEPS

PRIORITY NEEDS

The Leadership Team should work together to review and discuss the results and the root causes analysis for each section. The CLNA process may identify many needs for improvement. The leadership team should take the opportunity to synthesize those needs and determine the needs to prioritize with funding.

When a priority need is selected in the [Perkins Local Needs Assessment](#) in the [ED STEPS](#) system, the [root cause\(s\)](#) are pulled through to the pre-planning tab for use in the [One Plan](#) for the local application of Perkins funds.

The CLNA should be a routine part of a district or institution's decision-making and program improvement cycles to fully realize its value.

Step 6: Completing the Local Application

The local application resulting from the needs assessment is a valuable opportunity to focus on program improvement and implement plans that will have a long-term impact on CTE access for all students. It's a chance to strengthen and improve the entire education system through CTE's benefits.

When the CLNA process is complete, the next step is prioritizing what should receive funding in the four-year Perkins V local application. To make this decision, consider the six required uses of funds for local recipients in Perkins V, the many options listed within those required uses, and the nine elements of the local application required by law.

While Perkins funding is required to address the needs identified in the CLNA, it is not realistic to expect that all identified needs can be met within the four-year local application in the initial budget year. Therefore, when prioritizing areas of focus, it's essential to consider areas that require significant attention where alternative funding sources are unavailable or areas that will have the most significant impact on student achievement.

Appendices

Resources for Support

[Brave Dialogues: A Guide to Discussing Racial Equity in Career-Technical Education](#)

The purpose of Brave Dialogues: A Guide to Discussing Racial Equity in Career-Technical Education is to provide state Career-Technical education (CTE) leaders with tools to engage in discussion around racial equity in Career-Technical education and to support state Career-Technical education leaders in creating an environment in which all stakeholders have the language and comfort to discuss challenges and opportunities related to racial equity in Career-Technical education.

[2018 Advance CTE Quality Career-Technical Education Program of Study Framework](#)

The framework is designed to apply to individual, local Career-Technical education programs of study spanning secondary and postsecondary education, although it may be adapted to other units of analysis. This voluntary tool can be used for program self-evaluation, program improvement and to encourage secondary-postsecondary collaboration. The framework's 12 elements and 92 criteria are designed to be as mutually exclusive as possible.

[The Power of Micromessages in Marketing, Recruitment and Success in Career-Technical Education](#)

National Alliance for Partnerships in Equity staff describe a model of change called the Micromessaging Culture Wheel. It was used as part of an inclusive messaging strategy by the Ohio Construction Advisory Council.

[Recruit Students into Career-Technical Education](#)

Developing effective, equitable recruitment practices that fully empower and inform learners about the value and benefits of Career-Technical education.

[The Equity Project](#)

The Equity Project at American Institutes for Research is committed to building an inclusive and vibrant future through education. The project's mission is to use the breadth and depth of American Institute for Research's education research, policy and practice experience to increase educational opportunities for all American children, especially minority children and children from low-income households.

[COVID-19 and Equity in Education: Longitudinal Deep Dive](#)

The COVID-19 and Equity in Education: Longitudinal Deep Dive project is creating a broad, in-depth view of how states, districts and their communities—especially those with higher percentages of Black and Latinx students and students experiencing poverty—responded to the pandemic's effect on K-12 learning opportunities.

[Career-Technical Education Research Network Practitioner Training Modules](#)

Become research-savvy with our six self-guided training modules. Designed for Career-Technical education practitioners and state agency staff, these modules will strengthen your capacity to access, understand, and use Career-Technical education data and research as well as conduct your own research, particularly causal research.

[Engaging Representatives of Learners with Special Population Status through Perkins V](#)

This resource is designed to help states establish processes and routines for systematically engaging representatives of learners with special population status at the state level.

[Opportunities to Advance Statewide Industry Collaboration and Engagement in Career-Technical Education](#)

This report explores state strategies to systematically engage business and industry leaders in support of Career-Technical education.

[Perkins V Promotes Cross-System Collaboration](#)

This report explores state strategies to systematically engage business and industry leaders in support of Career-Technical education through Perkins V.

[Perkins V Supports Teacher Recruitment and Retention](#)

This resource builds on the knowledge from Advance CTE's review of state Perkins V plans to share promising practices and strategies for state Career-Technical education leaders to leverage when implementing their state plans regarding recruiting and retaining high-quality instructors, as well as diversifying the Career-Technical education instructor workforce.

[Perkins V Opens Access to Middle Grades](#)

This resource builds on the knowledge from Advance CTE's review of state Perkins V plans to share promising practices and strategies for state Career-Technical education leaders to leverage when implementing their state plans so that a learner's Career-Technical education experience can begin in the middle grades.

[Perkins V Expands Commitment to Equity](#)

This resource discusses the new mechanisms in Perkins V to broaden and diversify the pipeline of prospective learners that enter secondary Career-Technical education programs by expanding Career-Technical education in the middle grades.

[Mitigating Unanticipated Circumstances: Resetting Perkins V State Determined Performance Levels During the COVID-19 Pandemic](#)

This resource discusses the mechanisms in Perkins V dedicated to closing equity gaps and addressing the individualized needs of each learner under Perkins V, as well as examples of how states are successfully approaching this work

[Beyond the Numbers: Design Principles for Career-Technical Education Data Reporting](#)

This resource from Advance CTE and the Association for Career and Technical Education provides an overview of four steps states can take to decide whether and how they might revise their Perkins V performance targets as a result of the COVID-19 pandemic.

<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Documents/Meeting-Facilitation-Guidance.pdf>

This guide provides notes and recommendations for facilitating the Perkins V stakeholder outreach meetings for the comprehensive local needs assessment process.

[Perkins V | Advance CTE \(careertech.org\)](#)

Resources designed to help understand and implement the Strengthening Career and Technical Education for the 21st Century Act (Perkins V).

[Conducting a Root Cause Analysis \(PDF\)](#)

It is imperative to understand why gaps in equitable access to excellent educators exist in schools with higher populations of poor and minority students. There are often systemic challenges present within the human capital management system that drive staffing and placement trends of educators which could cause an equity gap(s) to occur. To understand the systemic challenges of individual districts or schools it is necessary to conduct a root-cause analysis with stakeholders.

[Cause and Effect Analysis](#) YouTube Video

[Let's Get This Conversation Started](#)

Resource to assist in facilitating stakeholder engagement meetings.

[Recruiting Special Populations into Career-Technical Education Toolkit \(PDF\):](#)

The Office of Career-Technical Education has provided this toolkit to support the education community in implementing strategies that recruit and support special student populations into high-wage and in-demand CTE programs. Ensuring that recruitment strategies, CTE policies, and school systems are inclusive of all student populations will improve access and opportunities to CTE programs for each child.

Definitions

Approved Pathway: A career-technical education pathway that has an approved CTE-26 application with the Ohio Department of Education.

Business Advisory Council: All Ohio school districts, and Educational Service Centers need to have a Business Advisory Council. These locally focused partnerships convene education and business leaders to engage in dialogue, build trust and identify strategies that transform the student learning experience. The on-going, intentional collaboration can result in a more responsive education system based on regional economic drivers and needs, more relevant learning experiences for students that include work-based learning opportunities and enduring partnerships between schools and local industries.

Career fields: Ohio's 16 career clusters pathways: Agriculture and Environmental Systems; Arts and Communication; Business and Administrative Services; Construction Technologies; Education and Training; Engineering and Science Technologies; Finance; Government and Public Administration; Health Science; Hospitality and Tourism; Human Services; Information Technology; Law and Public Safety; Manufacturing; Marketing; and Transportation Systems.

Career-Technical Student Organizations (CTSOs): An extracurricular group for students participating in CTE pathways to further their knowledge and skills by participating in activities, events, and competitions. SkillsUSA, FCCLA, FFA, DECA, and Business Professionals of American (BPA) are examples.

ED STEPS: The OH|ID tiered E-plans and supports application that houses the One Needs Assessment program, where the Perkins Needs Assessment is located for completing and submitting the CLNA and the One Plan program, where the local application for Perkins funds is completed and submitted.

Equitable Access in CTE: Ensuring each student receives the support needed to access opportunities in CTE. This is not to be confused with equal opportunity to participate in CTE. Equitable support could come before or after the enrollment process, but never in the admission process itself.

Dual Enrollment: Secondary and postsecondary agreement to receive college credit for a course in high school like College Credit Plus.

In-demand Occupations: The following criteria is used by [Ohio Department of Jobs and Family Services to define an "in-demand job"](#) in Ohio:

- 80% of state median wage, \$14.90 per hour, or more;
 - Annual growth in the number of jobs higher than the statewide average of 20; or
 - Annual job openings greater than 620.
-

Jobs Data Reports: Located on the Ohio Department of Education and Workforce website in each career field is a Jobs Data Report. The reports demonstrate projected growth in occupations aligned to the career fields through 2031.

Local workforce development board: [These boards are established under section 107 of the Workforce Innovation and Opportunity Act, 29 U.S.C. 3122](#)

Nontraditional student: Student enrolled in a pathway that leads to occupations for which individuals in one gender comprise less than 25% of the individuals employees. The list of nontraditional pathways can be located in the Ohio CTE [Program and Assessment Matrix](#) and is updated annually.

One Needs Assessment: The name of the system within the ED STEPS application in OH|ID that houses the Perkins Local Needs Assessment (CLNA).

Perkins Local Needs Assessment: The name of the comprehensive local needs assessment (CLNA) in the One Needs Assessment system in the ED STEPS application in OH|ID.

Perkins recipient: The local applicant receiving Perkins funds; Secondary Career-Technical Planning Districts (CTPDs) or postsecondary Ohio Technical Centers and community colleges.

Postsecondary Credential: Section 3(52) of WIOA defines “recognized postsecondary. credential” as a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree

Postsecondary Federal Indicators:

- 1P – Post-Program Placement
 - 2P – Earned Recognized Postsecondary Credential
 - 3P – Non-traditional Program Concentration
-

Postsecondary Size, Scope and Quality

Size: Ohio Perkins postsecondary institutions must:

- Offer Career-Technical education programs in at least three different occupational fields that lead to immediate employment but not necessarily to baccalaureate degrees;
- Offer technical programs that generate enough concentrator enrollment to meet the federal \$50,000 minimum grant threshold for allowable Perkins participation; and
- Be part of a Perkins consortia if they do not generate enough credit hours or clock hour full-time equivalencies to be eligible Perkins concentrators that can meet the federal \$50,000 minimum grant threshold for allowable Perkins participation.

Scope: Ohio Perkins postsecondary institutions must: Demonstrate a connection to labor market validation by earning technical program designation through the Ohio Department of Higher Education’s program approval processes;

- Provide equitable access to high-quality career and technical education programs of study for all students, especially those identified as underrepresented and part of special populations and subgroups;
- Review regional labor market demand to ensure programs prepare students for careers that call for high skills and offer opportunities to earn high wages in in-demand occupations; and
- Provide adequate, appropriate support services to students that might help them complete programs.

Quality: Ohio Perkins postsecondary institutions must:

- Hold relevant institutional and program accreditation by an accrediting body authorized by the United States Department of Education;
 - Continue to maintain high accreditation and academic quality standards for programs and student support services offered by the institution, as defined by its accreditor;
 - Have submitted all pertinent student and program information based on the Ohio Department of Higher Education’s data submission policies, meeting all submission deadlines;
 - Not be in violation of any state or federal rules associated with providing adequate support for students, for example, student financial aid, admission requirements or civil rights abuses;
 - Follow all state and institution-prescribed data security protocols to protect students, faculty, staff and administrators from identity theft and information manipulation;
 - Ensure programs meet the Ohio Department of Higher Education’s Career-Technical Credit Transfer Assurance Guides and College Credit Plus quality standards;
 - Be able to demonstrate the ability to place students in continuing education and related employment; and
 - Have an institutional program review process to assess the effectiveness of programs every three years, if not already required by regional or program accreditors.
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[Postsecondary State-determined Levels of Performance \(PDF\)](#)

Program Improvement Plan (PIP): [Program Improvement Plan \(PIP\) Guidance](#)

Program of Study (Perkins V, Sec 3(41)): A coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that:

- Incorporates challenging state academic standards;
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- Addresses both academic and technical knowledge and skills, including employability 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 incorporate credentialing; and
 - Culminates in the attainment of a recognized postsecondary credential.
-

Qualitative data: Describing qualities or characteristics and is collected using surveys, questionnaires, interviews, or observations.

Quality Program Review: The state of Ohio compliance improvement process for secondary CTE pathways not meeting state-identified levels of performance in Technical Skill Attainment and Post-Program Placement.

Quantitative data: Numerical data used to identify a problem and may be presented in a data report,

Root Cause Analysis: An inquiry process that requires a team and time to identify potential fundamental reasons for the cause of a problem.

Root Cause(s): A fundamental reason for the cause of a problem that if addressed or removed it would reduce or eliminate the problem.

Secondary Federal Indicators:

1S1 – Student Graduation Rate 4-Year

1S2 – Student Graduation Rate 5-Year

2S1 – Academic Attainment – Reading/Language Arts

2S2 – Academic Attainment – Mathematics

2S3 – Academic Attainment – Science

3S1 – Post-Program Placement

4S1 – Non-Traditional Program Enrollment

5S3 – Program Quality – Work-Based Learning

5S4 – Program Quality – Technical Skill Attainment

Secondary Secure Data Center Reports: The Ohio Department of Education began developing and publishing reports within the [Ohio Department of Education’s Secure Data Center](#) (SDC) to support the Career-Technical Education Report Card. Many reports that were previously published in the Data Collector have been replaced by Secure Data Center reports. These reports contain detailed data for the measures and components of the Career-Technical Education Report Card.

Secondary Size, Scope and Quality (OAC 3301-61-03):

Size: For secondary recipients, maintaining a minimum threshold of career-technical education programming. This is 12 programs in eight career fields for Career Technical Planning Districts with enrollment greater than 2,250 in grades 7-12; otherwise, ten programs in eight career fields. If waitlists for programs exceed 50 percent of current program capacity, the recipient must consider how to expand those programs.

Scope: Programs must;

- Include at least four courses within the program of study;
- Include all aspects of the industry identified in the Career-Technical content standards for the chosen courses;
- Include the opportunity for students to earn postsecondary credit in the technical area;
- Integrate academic content that is appropriate for the course;
- Integrate work-based experiences, to the extent possible; and
- Assess students’ attainment of technical skills related to the program using the technical assessment identified in the program and assessment matrix.

Quality: Secondary Career-Technical education programs must meet the compliance benchmark outlined in the state’s Quality Program Review process.

Special Populations: Perkins V, Section 3(48) Special Populations. The term “special populations” means: 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 (postsecondary); 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 and on active-duty status.

State, regional or local market data: The [GIS mapping tool](#), statewide job projections, [Job Data Reports \(located on each career field page on the Ohio Department of Education and Workforce website\)](#), or any other cited resource for projecting state, regional or job growth.

[Secondary State-Determined Levels of Performance](#) (PDF)

Subgroups: Race, Gender and Migrant Status.

Work-Based Learning: Sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that fosters in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction.

[Workforce Innovation and Opportunities Act](#)

Examples

EVALUATION OF STUDENT PERFORMANCE

1. For each of the **federal performance indicators**, identify and list all **special population groups and subgroups** in the data set and the performance percentage for each. Use a heading for each **federal performance indicator** with the requested information following.

For secondary, this information can be transferred manually from the Secure Data Center Career and Technical Education Reports.

For postsecondary, this information can be transferred manually from the Perkins V Data Report.

This example uses fictional data. The local applicant must use the most current data for the CLNA. The only students listed should be those reflected in the specific data set.

SECONDARY EXAMPLE ANSWER

1S1 – Student Graduation Rate 4-Year

Female – 98.4%

Male – 94.8%

Asian or Pacific Islander – 100%

Black, non-Hispanic – 92%

Hispanic – 100%

Multiracial – 100%

White, non-Hispanic – 94.1%

Economically Disadvantaged – 96.5%

English Learner – 98%

Students with Disabilities – 89.1%

Homeless Students – 100%

Nontraditional Concentrators – 98.7%

1S2 – Student Graduation Rate 5-Year

Female – 97.2%

Male – 99%

Black, non-Hispanic – 95%

Multiracial – 100%

White, non-Hispanic – 98%

Economically Disadvantaged – 97%

English Learner – 96%

Students with Disabilities – 91%

Nontraditional Concentrators – 98.7%

2S1 – Academic Attainment – Reading/Language Arts

Female – 91.2%

Male – 89.3%

Black, non-Hispanic – 92%

Hispanic – 100%

Multiracial – 87%

White, non-Hispanic – 91%

Economically Disadvantaged – 96.5%
English Learner – 98%
Students with Disabilities – 92.1%
Nontraditional Concentrators – 98.7%

2S2 – Academic Attainment – Mathematics

Female – 91.4%
Male – 93%
Asian or Pacific Islander – 96%
Black, non-Hispanic – 93%
Hispanic – 91%
Multiracial – 93%
White, non-Hispanic – 93%

Economically Disadvantaged – 91.5%
English Learner – 86%
Students with Disabilities – 89%
Nontraditional Concentrators – 91%

2S3 – Academic Attainment – Science

Female – 98.4%
Male – 94.8%
Asian or Pacific Islander – 100%
Black, non-Hispanic – 92%
Hispanic – 100%
Multiracial – 100%
White, non-Hispanic – 94.1%

Economically Disadvantaged – 92.5%
English Learner – 98%
Students with Disabilities – 92.1%
Nontraditional Concentrators – 92%

3S1 – Post-Program Placement

Female – 97%
Male – 98%
Asian or Pacific Islander – 100%
Black, non-Hispanic – 99%
Hispanic – 99%
Multiracial – 100%
White, non-Hispanic – 97%

Economically Disadvantaged – 96%
English Learner – 98%
Students with Disabilities – 96%
Nontraditional Concentrators – 99%

4S1 – Non-Traditional Program Enrollment

Female – 43%

Male – 3.3%

Asian or Pacific Islander – 19.4%

Black, non-Hispanic – 19.1%

White, non-Hispanic – 20.4%

Economically Disadvantaged – 19.5%

English Learner – 15%

Students with Disabilities – 13.7%

5S3 – Program Quality – Work-Based Learning

Female – 26.2%

Male – 28.4%

Asian or Pacific Islander – 12.3%

Black, non-Hispanic – 12.4%

Hispanic – 24.6%

Multiracial – 22.9%

White, non-Hispanic – 30.7%

Economically Disadvantaged – 22.2%

English Learner – 14.8%

Students with Disabilities – 28.7%

Homeless Students – 21%

Nontraditional Concentrators – 22.9%

5S4 – Program Quality – Technical Skill Attainment

Female – 81.6%

Male – 78.1%

Asian or Pacific Islander – 77.8%

Black, non-Hispanic – 59.5%

Hispanic – 73.4%

Multiracial – 78%

White, non-Hispanic – 84%

Economically Disadvantaged – 71%

English Learner – 47%

Students with Disabilities – 61.7%

Homeless Students – 64.5%

Nontraditional Concentrators – 78.8%

POSTSECEDONARY EXAMPLE ANSWER

1P – Post-Program Placement

Female – 85.6%

Male – 83.5%

American Indian or Alaskan Native – 75%

Asian or Pacific Islander – 80.1%

Black or African American – 82%
Hispanic – 86.87%
White – 86.81%

Individuals with Disabilities (ADA) – 77%
Individuals from Economically Disadvantaged Families – 81%
Out of workforce Individuals – 87.1%
Homeless Individuals – 64.5%

2P – Earned Recognized Postsecondary Credential

Female – 77%
Male – 73.8%

American Indian or Alaskan Native – 73.8%
Asian or Pacific Islander – 74%
Black or African American – 66%
Hispanic – 72.8%
White – 77.1%

Individuals with Disabilities (ADA) – 73%
Individuals from Economically Disadvantaged Families – 76%
Out of workforce Individuals – 76.8%
Homeless Individuals – 66.7%

3P – Non-traditional Program Concentration

Female – 22.5%
Male 12.5%

American Indian or Alaskan Native – 28%
Asian or Pacific Islander – 28%
Black or African American – 27%
Hispanic – 34%
White – 21.8%

Individuals with Disabilities (ADA) – 17.8%
Individuals from Economically Disadvantaged Families – 19%
Out of workforce Individuals – 18.7%
Homeless Individuals – 54%

- 2. List the [special populations](#) and [subgroups](#) that do not meet the [state-identified levels of performance](#) for each [federal performance indicator](#). Use a heading for each [federal performance indicator](#) with the requested information following.**

This example uses fictional data. The local applicant must use the most current data for the CLNA. The only students listed should be those reflected in the specific data set. The answer to question 2 can be pulled from the data listed in question 1, as aligned to the state-determined performance levels for secondary and postsecondary federal accountability measures.

SECONDARY EXAMPLE ANSWER

1S1 – Student Graduation Rate 4-Year

Students with Disabilities – 89.1%

1S2 – Student Graduation Rate 5-Year

Students with Disabilities – 91%

4S1 – Non-Traditional Program Enrollment

Male – 3.3%

English Learner – 15%

Students with Disabilities – 13.7%

5S3 – Program Quality – Work-Based Learning

English Learner – 14.8%

5S4 – Program Quality – Technical Skill Attainment

English Learner – 47%

Students with Disabilities – 61.7%

Homeless Students – 64.5%

POSTSECONDARY EXAMPLE ANSWER

1P – Post-Program Placement

American Indian or Alaskan Native – 75%

Asian or Pacific Islander – 80.1%

Individuals with Disabilities (ADA) – 77%

Individuals from Economically Disadvantaged Families – 81%

Homeless Individuals – 64.5%

2P – Earned Recognized Postsecondary Credential

Male – 73.8%

American Indian or Alaskan Native – 73.8%

Asian or Pacific Islander – 74%

Black or African American – 66%

Hispanic – 72.8%

Individuals with Disabilities (ADA) – 73%

Homeless Individuals – 66.7%

3P – Non-traditional Program Concentration

Male 12.5%

RECRUITMENT, RETENTION & TRAINING OF CTE EDUCATORS

1. Report the total number of CTE teachers in the [local applicant's](#) district or postsecondary institution and the percentages of CTE teachers by gender and race.

For secondary, this information can be transferred from the Equity Lab Report data. For postsecondary, this information will be found in local data.

This example uses fictional data. The local applicant must use the most current data for the CLNA. The only [subgroups](#) listed should be those reflected in the specific data set.

EXAMPLE ANSWER

Total number of CTE Teachers in the CTPD – 56

Female – 54%

Male – 46%

Black, non-Hispanic – 7%

Multiracial – 2%

White, non-Hispanic – 91%

CLNA Questions

Evaluation of Student Performance

1. For each of the federal performance indicators, identify and list all special population groups and subgroups in the data set and the performance percentage for each. Use a heading for each federal performance indicator with the requested information following.
2. List the special populations and subgroups that do not meet the state-identified levels of performance for each federal performance indicator. Use a heading for each federal performance indicator with the requested information following.
3. List the federal performance indicators where the state-determined levels of performance were not met. These indicators would have initiated a Program Improvement Plan (PIP).
4. How has the local applicant addressed disparities or gaps in performance for the special population groups and subgroups that do not meet the state-identified levels of performance for the federal performance indicators?

Size, Scope and Quality

Secondary Questions

1. In the CTPD, how many students are eligible to access career-technical education in grades 7-12?
2. Describe how the CTPD is meeting the secondary size requirements of the Ohio Revised Code, 3301-61-03, by listing all approved pathways in the district and associated career fields.
3. Describe how the CTPD integrates work-based learning opportunities for students in CTE programs.
4. Describe how the CTPD ensures all students have access to career-technical student organizations.
5. Describe how approved pathways offered in the CTPD meet all required elements of secondary scope as defined in the Ohio Revised Code, 3301-61-03.
6. List the pathways in the CTPD determined non-compliant for meeting the state-determined levels of performance in Technical Skill Attainment or Post-Program Placement and actively engaged in the Ohio Career-Technical Education Quality Program Review process.
7. Describe the strategies the district has implemented to improve the pathways actively engaged in the Quality Program Review process.
8. If the district is not meeting the secondary size, scope and quality criteria, explain the plan by the district to meet the criteria.

Postsecondary Questions

1. Describe the CTE programs the local applicant offers that lead to immediate employment but not necessarily a baccalaureate degree.

2. Describe what student support services are offered by the local applicant for accreditation purposes.
3. Describe how the local applicant provides equitable access to high-quality career and technical education programs for all students specifically addressing students in special populations.
4. Describe the policies and practices the local applicant has implemented to maintain accreditation and high-quality academic standards for programs.
5. Describe how the local applicant meets all standards of postsecondary size, scope and quality.
6. If the local applicant does not currently meet all standards of postsecondary size, scope and quality describe the plan to meet the criteria.

Labor Market Alignment

1. Describe how the pathways being offered by the local applicant are aligned to state, regional and local in-demand occupations using state, regional and/or local market data.
2. Describe the process implemented by the local applicant to review state, regional and local market data to identify pathways not currently being offered and the planning to develop these pathways.
3. Provide an explanation if the local applicant does not have a process implemented to review state, regional and local market data to identify potential new pathways.
4. Provide an explanation if there are pathways being offered by the local applicant not aligned to state, regional or local in-demand occupations but meet the needs of students being served.
5. Describe how the local applicant engages with local stakeholders groups, Business Advisory Councils, and/or Local Workforce Development Boards to ensure career-technical education pathways are aligned to in-demand occupations in the region.
6. Describe how the local applicant receives and reviews information from Local Workforce Development Boards about plans for the county and regional workforce and economic development opportunities for planning career pathways aligned to the opportunities.
7. Provide an explanation if the local applicant does not have a process implemented to review state, regional and local market data, engage with local stakeholder groups and/or receive and review information from Local Workforce Development Boards to identify development of new pathways not currently being offered by the local applicant.

Progress Towards Implementing CTE Programs of Study Alignment of CTE Across Secondary & Postsecondary

1. Describe the activities, processes, partnerships, or systems implemented by the local applicant to create articulation or continuation of secondary career-technical pathways to postsecondary career-technical programs of study.

2. Describe the activities, processes, or systems implemented by the local applicant to inform students, guardians, and communities of available opportunities to earn and articulate college credit in high school.
3. Provide an explanation if the local applicant does not have a process in place to create articulation of secondary CTE pathways to postsecondary CTE programs of study and/or to inform the community of available opportunities to earn and articulate college credit from high school.

Credential Attainment

6. Describe the industry-recognized credentials that are offered to students by the local applicant in each career field of approved CTE pathways.
7. Report the percentage of student postsecondary credential attainment by the local applicant.
8. Describe how postsecondary credential attainment varies across student special population groups and across subgroups.

Recruitment, Retention and Training of CTE Educators

1. Describe the teacher, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors recruitment process of the local applicant.
2. Describe the professional development and continuing education opportunities that are offered to career-technical teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors by the local applicant.
3. Describe the new CTE teacher onboarding process implemented by the local applicant.
4. Describe how the local applicant encourages career-technical teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors to participate in professional development about differentiating learning strategies for diverse learners, identifying student learning needs, universal supports and social emotional and trauma informed pedagogy and supports.
5. Report the total number of CTE teachers in the local applicant's district or postsecondary institution and the percentages of CTE teachers by the subgroups of gender and race.
6. Describe the plans to improve recruitment and retention of teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors of individuals representing subgroups who are underrepresented in such professions by the local applicant.

Improving Equity & Access

Access

1. Describe the career exploration activities, processes, partnerships, or systems implemented by the local applicant to introduce or recruit potential students to career-technical education.
2. Describe how the recruitment activities implemented by the local applicant embed support for students in special populations groups.

3. Describe any barriers in the admission process for students having equal access to CTE offered by the local applicant. Admission criteria are examples of barriers.
4. Describe any barriers that exist for all students, specifically addressing the students in special population groups, interested in participating in embedded activities offered by the local applicant like work-based learning, dual enrollment, and career-technical education student organizations?
5. List the approved CTE pathways offered by the local applicant that have an under or over-representation of students in special population groups as compared to the overall CTE student enrollment.
6. Describe the plan to provide equitable access for all students interested in career-technical education. Equitable access strategies can include preventing waitlists, expanding pathways, flexible hours, flexible teaching options and other strategies to remove barriers to access for all students.
7. Describe how the local applicant prepares students entering into a pathway as a nontraditional student.
8. Is transportation a barrier for students in the district interested in participating in career-technical education? If yes, briefly explain how transportation is a barrier for students being served by the local applicant.

Student Supports and Equitable Outcomes

11. Describe the activities, processes, partnerships, or systems implemented by the local applicant to prepare students in special populations groups for self-sufficiency in in-demand occupations.
12. Describe how the local applicant provides required support staff, accommodations and learning supports for students with disabilities and English learner students to reduce barriers to learning and promote equitable outcomes.
13. Describe what universal supports are provided to all CTE students by the local applicant to reduce barriers to learning and promote equitable outcomes.
14. Describe the wrap-around support services provided by the local applicant to all students upon leaving school.