

# CLNA 2-Year Update Guidebook



Office of Career-Technical  
Education  
for FY2027 Perkins Funding



**Department of  
Education &  
Workforce**

# Table of Contents

<b>INTRODUCTION .....</b>	<b>2</b>
<b>UNDERSTANDING THE CLNA .....</b>	<b>2</b>
<b>BIENNIAL UPDATE OF THE CLNA .....</b>	<b>2</b>
Optional Enhancements .....	3
<i>Step 1: Maintain or Reestablish the CLNA Leadership Team.....</i>	<i>4</i>
<i>Step 2: Answer CLNA Questions 1 - 4 in Evaluation of Student Performance.....</i>	<i>4</i>
Quantitative Data Sources .....	5
Qualitative Data Sources .....	5
Ohio CLNA – Evaluation of Student Performance Questions .....	5
<i>New: Summarize and Develop Questions for Stakeholder Feedback.....</i>	<i>6</i>
Perkins Special Populations/CLNA Data Labs .....	6
<i>Step 3: Plan and Facilitate Stakeholder Engagement to Collect Feedback .....</i>	<i>6</i>
Required Stakeholder Participants.....	7
Planning For Meaningful Stakeholder Engagement .....	7
<i>Step 4: Analyze Feedback to Determine Needs Funded by Perkins.....</i>	<i>7</i>
<i>Step 5: Update Perkins Local Needs Assessment in ED STEPS with Changes.....</i>	<i>8</i>
Accessing the CLNA in ED STEPS .....	8
What Needs to Be Updated?.....	8
Priority Needs .....	9
<i>New: Facilitate Stakeholder Engagement to Share Funded Priorities.....</i>	<i>9</i>
How to Share Funded Priorities .....	9
<b>CONCLUSION.....</b>	<b>10</b>
<b>PROPOSED TIMELINE.....</b>	<b>10</b>
<b>APPENDICES .....</b>	<b>11</b>
<i>Administrative Field Services Consultant Information .....</i>	<i>11</i>
<i>Definitions .....</i>	<i>12</i>
<i>Examples .....</i>	<i>16</i>
Evaluation of Student Performance.....	16
<i>CLNA Questions .....</i>	<i>20</i>

# Introduction

The [Strengthening Career and Technical Education for the 21st Century Act \(Perkins V\)](#) states that to be eligible to receive financial assistance, an eligible recipient must:

- (A) conduct a comprehensive local needs assessment (CLNA) 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.*

Ohio completed its most recent CLNA update in Fiscal Year (FY) 2024, aligning with the Perkins local application for FY25 funding. As a result, all local secondary and postsecondary applicants submitted a new CLNA in collaboration with stakeholders.

In FY26, all local Perkins recipients are required to complete a biennial update of their CLNA to receive Perkins funds for FY27. This document provides guidance to help CTPDs complete the biennial update process effectively.

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## Understanding the CLNA

The CLNA is the cornerstone of Perkins V implementation at the local level. It informs the development of the Perkins local application and shapes future career-technical education (CTE) funding decisions. Through this process each CTPD is required to conduct a thorough, data-informed analysis of its entire CTE ecosystem.

With meaningful stakeholder engagement, the CLNA helps identify high-priority areas for improvement. When approached thoughtfully, the process also provides an opportunity to:

- strengthen partnerships,
- build a shared understanding of CTE, and
- collaboratively shape a vision for its future.

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## Biennial Update of the CLNA

As part of the Perkins V requirements, all CTPDs must complete a biennial update of their CLNA in FY26 to receive Perkins funding in FY27.

For this update, each CTPD is required to complete the entire [Evaluation of Student Performance section](#) of the CLNA to engage with stakeholders, prioritize strategies to improve student outcomes using Perkins funds, and provide updates in the [ED STEPS](#) system. This includes responses to six questions:

- Questions 1–3 focus on student performance data aligned to the Perkins federal indicators.
- Question 4 is a narrative describing what supports already exist in the CTPD to assist CTE students.
- Questions 5 and 6 are additional prompts within [ED STEPS](#) that ask leadership teams to explain how stakeholder-identified needs are connected to planned Perkins-funded strategies.

To support this update process, the work can be organized into **five clear steps**, outlined below:

**Step 1: Maintain or Reestablish the CLNA Leadership Team**  
**Step 2: Answer CLNA Questions 1 - 4 in *Evaluation of Student Performance***  
**Step 3: Plan and Facilitate Stakeholder Engagement to Collect Feedback**  
**Step 4: Analyze Feedback to Determine Needs Funded by Perkins**  
**Step 5: Update *Perkins Local Needs Assessment* in ED STEPS with Changes**

Figure 1: Five clear steps for the Ohio Biennial Update of the CLNA.

## OPTIONAL ENHANCEMENTS

While only the [Evaluation of Student Performance section](#) is required to be updated, CTPDs may choose to revisit and update additional sections of the CLNA based on emerging needs or new data.

If the district elects to update any additional CLNA sections, the following applies:

- Stakeholders must be engaged in the review and identification of needs for those sections.
- [ED STEPS](#) must be updated accordingly for each section.

To enhance the quality and alignment of your update process, consider adding new best practices to **Step 2** and **Step 5**:

### Step 2 – Evaluation of Student Performance (Enhanced)

- [Summarize and Develop Questions for Stakeholder Feedback](#)
  - Create a summary of the data to create a shared understanding of current performance.
  - Develop focused questions to guide stakeholder conversations and ensure feedback is meaningful.

### Step 5 – Update *Perkins Local Needs Assessment* in ED STEPS with Changes (Enhanced)

- [Facilitate Stakeholder Engagement to Share Funded Priorities](#)
  - Facilitate a feedback loop by engaging stakeholders to share how their input influenced the updated Perkins priorities.

This transparency builds trust and deepens collaborative ownership of CTE goals.

To help CTPDs successfully complete the biennial update, each of the [five clear steps](#) and [additional new best practices](#) are outlined in the following sections. These step-by-step explanations include what is required, why it matters, and suggestions for effective implementation.

## Step 1: Maintain or Reestablish the CLNA Leadership Team

The biennial update process begins with ensuring a strong and representative CLNA leadership team is in place. While most CTPDs established a leadership team during the full CLNA cycle, this structure may need to be refreshed especially if there have been staff changes or new leadership.

This team is responsible for guiding all aspects of the biennial update, including analyzing data, organizing and facilitating stakeholder engagement, identifying needs that align with Perkins priorities, and ensuring timely submission of updates in [ED STEPS](#).

The leadership team should represent multiple levels and perspectives within the CTPD and its partners.

Potential Secondary Participants:	Potential Postsecondary Participants:
<ul style="list-style-type: none"><li>• Superintendents</li><li>• Treasurers</li><li>• School board members</li><li>• District administrators</li><li>• Teachers</li><li>• EMIS coordinators, curriculum directors and school counselors</li><li>• Business and industry delegates</li><li>• Community partners</li><li>• Postsecondary partners</li></ul>	<ul style="list-style-type: none"><li>• Presidents, superintendents</li><li>• Vice presidents, deans, Ohio Technical Center directors</li><li>• Fiscal officers, treasurers</li><li>• Faculty, instructors, teachers</li><li>• Ohio Technical Center attestors, Higher Education Information system liaisons</li><li>• Career and academic advisors or counselors</li><li>• Business and industry delegates</li><li>• Community partners</li><li>• Secondary partners</li></ul>

Figure 2: Potential leadership team participants

Once the leadership team is in place, the next step is to gather and analyze both [quantitative and qualitative data](#) to respond to the required CLNA questions related to student performance.

**TIP:** 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, they should serve as project manager, ensuring the team meets deadlines and coordinating meetings.

## Step 2: Answer CLNA Questions 1 - 4 in *Evaluation of Student Performance*

For the FY26 biennial update, the only section of the CLNA that is required to be updated is the [Evaluation of Student Performance](#).



To complete this section, leadership teams must use both [quantitative and qualitative data](#) to respond to the four required questions. These questions focus on student outcomes, access, and local accountability.

### QUANTITATIVE DATA SOURCES

The data used to answer CLNA Questions 1–3 is in two locations:

- The [Secure Data Center – Career-Technical Education Dashboard](#) contains reports with student performance percentages disaggregated by race, gender, and [special population groups](#) for these [secondary Perkins federal indicators](#):
  - 1S1 – Student Graduation Rate 4-Year
  - 1S2 – Student Graduation Rate 5-Year
  - 3S1 – Post-Program Placement
  - 4S1 – [Non-Traditional](#) Program Enrollment
  - 5S3 – Program Quality – Work-Based Learning
  - 5S4 – Program Quality – Technical Skill Attainment
- The Equity Lab Reports (annually provided by the Department) contain reports for the three academic performance [secondary Perkins federal indicators](#) and include disaggregated performance levels:
  - 2S1 – Academic Attainment – Reading/Language Arts
  - 2S2 – Academic Attainment – Mathematics
  - 2S3 – Academic Attainment – Science

### QUALITATIVE DATA SOURCES

Qualitative data provides context to the quantitative data. This data provides supportive information needed for answering question 4 in the [Evaluation of Student Performance section](#). Sources providing information for answering this question may include observations, interviews, surveys, or even narrative explanations comparing quantitative trend data from the sources listed above.

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## OHIO CLNA – EVALUATION OF STUDENT PERFORMANCE QUESTIONS

Under [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.*

Ohio interprets this portion of law by asking recipients to answer the four questions in the [Evaluation of Student Performance section](#) of the CLNA.

## 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 90% of the state-determined levels of performance were not met. These indicators would have initiated a Local Program Improvement Plan (PIP). Also include how many consecutive years each indicator has been on a Local PIP.
4. Provide an explanation of how the Perkins recipient has 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 referenced in question #2?

Figure 3: Ohio CLNA Questions 1 - 4 in Evaluation of Student Performance

This analysis is the foundation for determining how Perkins funds will be used to improve outcomes for CTE student performance.

### New: Summarize and Develop Questions for Stakeholder Feedback

In the past, it was recommended that the answers to these questions be provided directly to stakeholders for feedback. For the FY26 biennial update, a new recommendation is being introduced to make this step more targeted and effective. Instead of sharing full narrative responses, CTPDs should summarize information from the [Evaluation of Student Performance section](#) (and any additional sections the CTPDS elects to update) and use those summaries to develop a set of questions for stakeholder feedback.

This approach helps stakeholders connect the [secondary Perkins federal indicator](#) data to identify student needs.

### PERKINS SPECIAL POPULATIONS/CLNA DATA LABS

To support this new approach, the Office of Career-Technical Education and the Ohio Department of Higher Education will host Perkins Special Populations/CLNA Data Labs. These labs will guide CTPDs through the [Evaluation of Student Performance section](#); provide valuable worktime to complete the answers in this section, support recipients in summarizing the section, and help to craft clear, relevant questions to collect meaningful stakeholder feedback tied to Perkins-funded supports.

### Step 3: Plan and Facilitate Stakeholder Engagement to Collect Feedback

Engaging stakeholders is a requirement for the biennial CLNA update. If the district established a successful stakeholder engagement process during the full CLNA cycle, that

same structure may still be useful. However, for CTPDs with new leadership or staff, or for those seeking a fresh approach, please refer to the new [Perkins V: Best Practices for Stakeholder Engagement guidance](#) document to reestablish your engagement strategy.

## REQUIRED STAKEHOLDER PARTICIPANTS

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.

## PLANNING FOR MEANINGFUL STAKEHOLDER ENGAGEMENT

Effective stakeholder engagement helps ensure CLNA priorities reflect real community needs and lead to relevant, sustainable opportunities for students. The leadership team should create a coordinated plan to gather thoughtful, diverse input.

When developing your engagement plan, consider the following strategies:

- Use multiple methods to gather feedback, such as:
  - Hybrid or in-person meetings
  - One-on-one interviews
  - Online or paper-based surveys
- Share summarized data in a format stakeholders can easily understand.
- Ask focused questions developed in **Step 2** through the lens of stakeholder groups.

This step is not just about compliance, it is about ensuring that the voices of those closest to CTE programs help shape decisions, drive improvement, and elevate CTE programs.

### Step 4: Analyze Feedback to Determine Needs Funded by Perkins

Once stakeholder feedback is collected, the CLNA leadership team must take time to analyze the results and identify high-priority needs, especially those that can be addressed using Perkins funds.

A helpful tool at this stage is a root cause analysis, which helps move beyond surface-level symptoms to better understand what is contributing to gaps in student performance. This



process should include voices from across the leadership team and be guided by the data gathered in earlier steps.

The CLNA process often reveals multiple areas for improvement, but not all of them will be actionable or appropriate for Perkins funding. At this point, the leadership team should:

- Review all stakeholder feedback and identify needs
- Discuss root causes
- Prioritize which needs will be addressed using Perkins-funded strategies

These decisions will be documented in questions 5 and 6 of the Perkins Local Needs Assessment survey in [ED STEPS](#), shown below:

5. Based on the quantitative and qualitative data review and root cause analysis from stakeholder engagement, describe what could be the underlying **needs** that if addressed would result in a positive impact on all student performance in the federal performance indicators? Briefly explain these needs.

6. Are improving these needs a priority that will include strategies funded with the Perkins grant?

- ☐ Yes
- ☐ No

Figure 4: Ohio Perkins Needs Assessment Questions 5 & 6 in ED STEPS

This step ensures that the CLNA remains a strategic planning tool, not just a compliance exercise. Prioritized needs identified here should be directly connected to Perkins-funded improvement efforts in FY27.

### Step 5: Update *Perkins Local Needs Assessment* in ED STEPS with Changes

Once the CLNA leadership team has identified updated needs and funding priorities, the final step is to enter the updated information into ED STEPS.

## ACCESSING THE CLNA IN ED STEPS

To begin:

1. Go to **ED STEPS**
2. Log in using your **CTPD IRN**
3. Select the **One Needs Assessment**
4. Open the **Perkins Local Needs Assessment** survey for **FY2027**

## WHAT NEEDS TO BE UPDATED?

The system will auto-populate the FY2025 answers. Districts must:

- Delete all prior responses that are being updated
- Paste or enter new responses aligned with your FY2026 biennial update work

Focus on updating the following sections:

- **Stakeholder Documentation** (if stakeholders have changed or new engagement occurred)
- **Evaluation of Student Performance**
  - Be sure to complete **Questions 1–6**
- Any additional sections your CTPD has chosen to update
  - Stakeholder engagement is required for any section being updated

All updates must be completed in [ED STEPS](#) by **March 16, 2026**, at which point the CLNA must be in "**Completed**" status.

## PRIORITY NEEDS

When a priority need is selected in the **Perkins Local Needs Assessment** in the [ED STEPS](#) system, the needs are pulled through to the **Summary of the CLNA** tab (previously labeled “pre-planning”). If the priority needs have changed and they reflect new funded priorities, the district will have to check the box to send the new needs to the Planning Tool. The Planning Tool is where new priority needs are sent to the **Perkins Plan** in the **One Plan** tile in [ED STEPS](#). Not all CTPDs are required to update their **Perkins Plan**. If funded priorities have changed and a CTPD needs to change their **Perkins Plan**, their assigned [AFS Consultant](#) will assist with that process.

## New: Facilitate Stakeholder Engagement to Share Funded Priorities

To bring the CLNA process full circle, it is strongly recommended that districts reconnect with stakeholders to share the outcomes of their feedback and how it influenced the final Perkins-funded priorities.

This added step helps demonstrate transparency in decision-making, reinforce the value of stakeholder participation, and build long-term trust and support for CTE programs.

This is not a required step under Perkins V, but it is considered a best practice for strengthening stakeholder relationships and maintaining community engagement.

## HOW TO SHARE FUNDED PRIORITIES

CTPDs can determine the best method to share results based on their local context. Options may include:

- Email summaries or newsletters
- Advisory committee meetings
- Family or student information nights
- Follow-up surveys or discussion groups
- Adding a section to the district website or board presentations

The [Perkins V: Best Practices for Stakeholder Engagement guidance](#) document provides examples and tools to help you select the most appropriate method for your audience.

## Conclusion

The biennial update of the CLNA serves as a critical component of Perkins V implementation, ensuring that CTPDs continuously assess and align their CTE delivery systems with current student performance data, labor market needs, and stakeholder input.

This process supports data-informed decision-making and helps ensure that Perkins funds are directed toward strategies that address the most pressing needs across the CTPD. Through effective collaboration, robust stakeholder engagement, and strategic analysis, CTPDs can strengthen the alignment between CTE programs, and the outcomes required for student success in both education and the workforce.

Resources referenced throughout this guidance, including the [Perkins V: Best Practices for Stakeholder Engagement guidance](#) and CLNA Data Labs, are available to support the successful completion of the biennial update. The Ohio Department of Education and Workforce remains committed to assisting CTPDs in executing a CLNA process that is meaningful, efficient, and compliant with federal and state expectations.

## Proposed Timeline

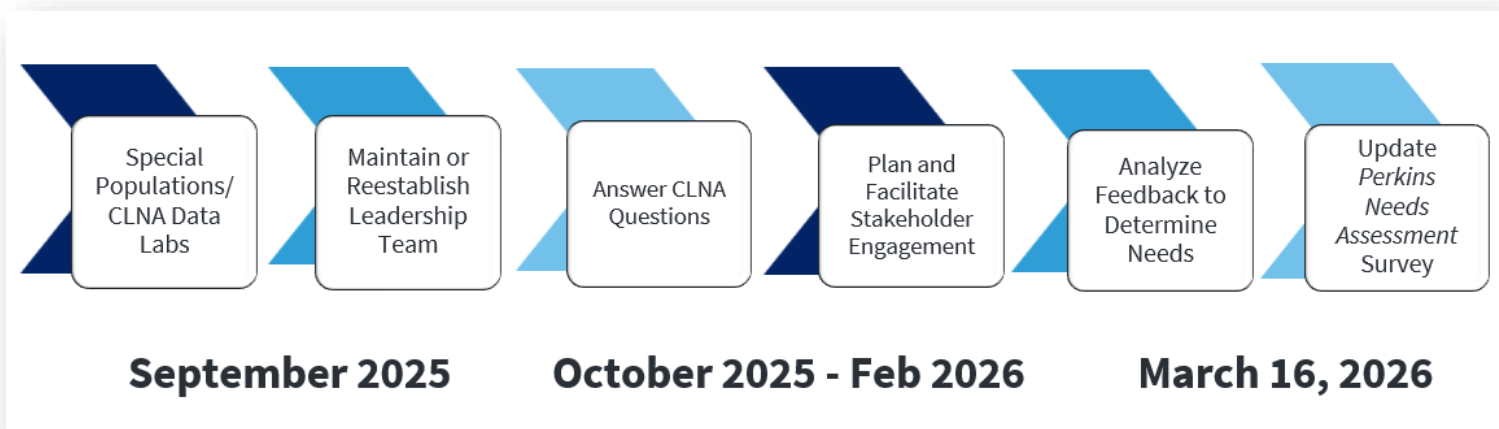


Figure 5: Proposed Timeline of the CLNA work beginning in September 2025 and concluding in March 2026.

# Appendices

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## Definitions

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

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**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.

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**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.

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**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 America (BPA) are examples.

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**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.

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**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.

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

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**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.

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

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**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.

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

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**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.

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

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**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

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

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

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**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.

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

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

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

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**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

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**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.

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**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.

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**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.

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**Secondary State-Determined Levels of Performance:** The [Perkins Federal Indicator Technical Document](#) lists the secondary State Determined Levels of Performance.

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**Subgroups:** Race, Gender and Migrant Status.

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**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.

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**[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.*

#### 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%

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%



## 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 90% of the state-determined levels of performance were not met. These indicators would have initiated a Local Program Improvement Plan (PIP). Also include how many consecutive years each indicator has been on a Local PIP.
4. Provide an explanation of how the Perkins recipient has 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 referenced in question #2?

### 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.

### **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**

1. 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.
2. 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.
3. Describe what universal supports are provided to all CTE students by the local applicant to reduce barriers to learning and promote equitable outcomes.
4. Describe the wrap-around support services provided by the local applicant to all students upon leaving school.