Perkins V:
Best Practices for Stakeholder Engagement

Methods for streamlining quality stakeholder engagement & collecting feedback for Perkins

August 2025

Department of Education & Workforce

TABLE OF CONTENTS

Department of Education & Workforce

Perkins V: CLNA & Stakeholder Engagement

This guidance document has been developed to support Ohio's Career-Technical Planning Districts (CTPDs) in meeting the requirements of Perkins V, Section 134 (d)(e), as they conduct the biennial update of the comprehensive local needs assessment (CLNA).

The Perkins CLNA is a systemic process used to identify the needs within a CTPDs career-technical education (CTE) delivery and determining if those needs will be funded with the Perkins grant. The CLNA cycle of continuous improvement begins with the leadership team **analyzing** quantitative and qualitative data and then **sharing** the data with stakeholders to observe and **identify** needs. After priority needs are identified, the leadership team can **plan** and **act** for improvement. The CLNA should inform decision-making, resource allocation, and the development of strategies to address identified needs using Perkins funds.

Historically, CTPDs relied on a single annual Perkins meeting to involve stakeholders, but this approach may limit broad participation. To address these issues, it is recommended that CTPDs adopt more streamlined and diverse engagement methods that are flexible, accessible, and encourage ongoing feedback. These strategies allow for deeper stakeholder involvement and produce more targeted, actionable insights. In planning these innovative approaches, CTPDs must remember to provide clear documentation of stakeholder input for grant compliance.

Ultimately, streamlining and being flexible with stakeholder engagement will enable CTPDs to better respond to the needs of students, employers, and the community by fostering a stronger workforce development system.
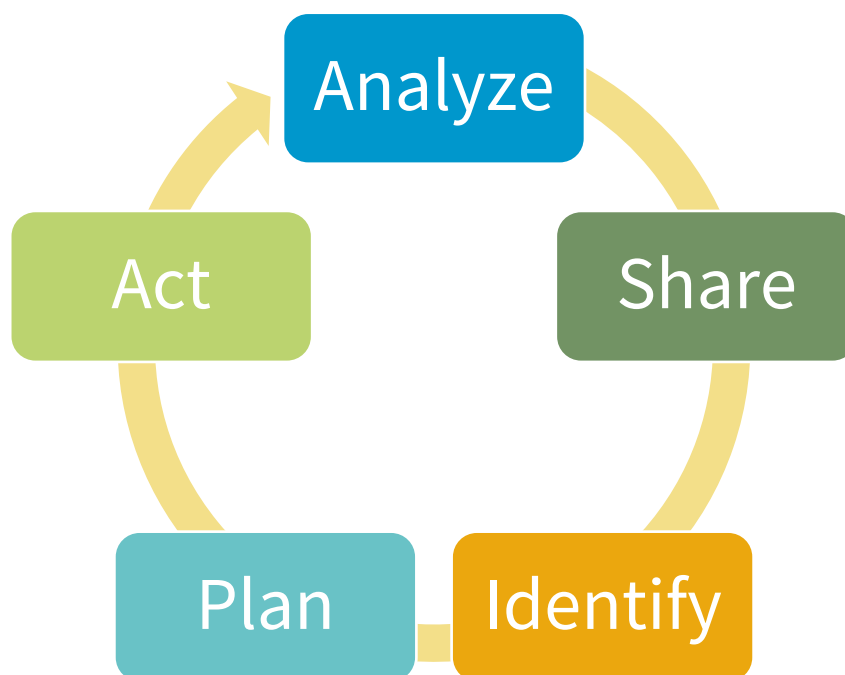

Figure 1: CLNA Cycle of Continuous Improvement

Department of Education & Workforce

Innovative Methods for Perkins Stakeholder Engagement

1. Career Field Advisory Committee Meetings

Instead of hosting one large Perkins meeting and breaking out into career field advisory committee meetings, CTPDs can align career field advisory committee meeting with the requirements of Perkins V, also. This makes sense as both [Ohio Administrative Code 3301-61-03](#) and [Perkins V, Section 134(d)(e),](#) frameworks emphasize collaboration with a diverse range of stakeholders to guide and enhance CTE. According to the [OAC 3301-61-03](#), advisory committees are essential for ensuring programs reflect industry standards and emerging career trends, engaging representatives from business, industry, postsecondary education, labor, and the broader community. Similarly, [Perkins V 134(d)(e),](#) requires ongoing consultation with a wide array of stakeholders to inform program design, delivery, and evaluation through the CLNA. Integrating these two expectations into one agenda ensure programs remain relevant, high-quality, and responsive to labor market demands, while also meeting both state and federal expectations for stakeholder engagement.

Why it works:

Aligning advisory committees with Perkins V works because it creates a structured, consistent process for gathering real-world insights directly from those involved in the workforce and education. This ongoing collaboration ensures programs stay current with industry needs, improves student outcomes, and strengthens community partnerships.

Practical tip:

Schedule annual career field advisory committee meetings that include representatives from business, postsecondary institutions, and community organizations throughout the entire CTPD. An entire CTPD may have one advisory committee meeting for each career field and hosted by all teachers and administrators within that career field from each building location with an approved pathway. Use these sessions not just for [OAC](#) requirements, but to gather feedback on CLNA data summarized for stakeholder feedback.

2. Hybrid/Virtual Meetings

Instead of holding exclusively one, in-person Perkins meetings, consider offering hybrid (both in-person and virtual) or multiple fully virtual meetings that provide stakeholders with flexible participation options. Incorporate real-time polling and use breakout rooms to allow smaller groups to discuss specific topics related to each stakeholder group.

Why it works:

Hybrid and virtual meetings provide accessibility for stakeholders who may not be able to attend in person, such as parents, students, and community members. The use of real-time polls and breakout groups helps generate more focused, actionable feedback from a wider range of people.

Department of Education & Workforce

Practical Tip:

Use platforms like Zoom, Microsoft Teams, or Google Meet, which allow for polling and breakout sessions to gather instant feedback and foster engagement.

3. Leverage Existing Events for Engagement

During existing CTPD events such as career fairs, Business Advisory Council meetings, or Career Technical Student Organizations (CTSO) competitions, stations or QR codes may be made available for stakeholders to submit real-time feedback. Feedback can be gathered instantly during these events about things like program effectiveness, employer needs, or community perceptions. Or look for opportunities to engage stakeholders during existing school or community events like parent-teacher conferences, school open houses, community fairs, or career nights. Set up informal feedback stations or pop-up engagement tables at high-traffic locations. These tables can be staffed by CTE program representatives or CTE students who may engage with community members. Include digital or paper-based surveys, information about the CTE programs, and flyers that explain how Perkins funds are used.

Why it works:

This approach saves time and uses already established events to tap into a diverse pool of participants who might not otherwise attend a dedicated meeting. It also provides an opportunity to engage with students, parents, teachers, and community members who are already invested in the school system. This format encourages spontaneous engagement and can draw in stakeholders who might not otherwise participate in formal meetings.

Practical Tips:

At each event, create a simple, quick survey that participants can fill out either online or via paper. Have a small set of simple questions focused on key areas of Perkins V. Use digital tools like Mentimeter, which can be embedded directly in event presentations or displayed via QR codes for easy access. Use tools like Google Forms or SurveyMonkey for ease of feedback collection and analysis.

4. Digital "Engagement Portals" with Data Dashboards

CTPDs can create an online portal with a digital dashboard that shows the status of CTE programs in a visually engaging way. The dashboard could include information on Perkins indicators, student outcomes, program quality, and feedback trends. Encourage stakeholders to interact with the dashboard and allow users to continuously submit their feedback based on what they see. This could be a section of the district's website, or a separate platform. Make sure the portal is open year-round, with specific prompts related to Perkins V goals.

Why it works:

An online portal with a visual dashboard makes data more accessible and engaging for stakeholders, helping them understand how CTE programs are performing and where they can provide input. It also allows continuous, interactive engagement , giving stakeholders the freedom to participate at their convenience. This method ensures that feedback is captured year-round, not just during an annual meeting.

Practical Tip:

Could a digital dashboard be a CTE student project to develop? It could include a "Featured Question of the Month" to focus engagement around specific Perkins V areas. This can help steer the conversation and make participation feel more relevant. Use platforms like Google Data Studio or Power BI to create an interactive, user-friendly dashboard.

5. Student-Led Feedback Initiatives

Engage students directly by inviting them to lead discussions or participate in focus groups around how CTE programs are meeting their needs. Empowering students to organize and run some of the feedback sessions ensures that their voices are not just included but are a driving force in shaping CTE programs. Students can also help encourage peer engagement and act as ambassadors for the feedback process.

Why it works:

Student-led initiatives ensure that feedback reflects the real experiences and needs of those who are most affected by CTE programs. They also help foster a sense of ownership and accountability among students, making them more likely to participate.

Practical Tip:

Consider developing CTE student projects around feedback initiatives, forming a "student CTE advisory board", or hosting regular student forums where students can present ideas and feedback directly to CTE administrators related to Perkins initiatives.

Once stakeholder engagement activities are planned and implemented, it is equally important to document them thoroughly. Collecting evidence ensures that CTPDs meet Perkins V monitoring requirements and can demonstrate that all required stakeholder groups were consulted in a meaningful and ongoing way.

Collecting Evidence for Perkins Monitoring

To ensure compliance with Perkins V requirements for stakeholder consultation and data-informed decision-making, CTPDs must maintain clear and organized documentation of engagement activities. This documentation also helps to determine that all required stakeholder groups have been meaningfully involved in the Perkins engagement.

STAKEHOLDER DEMOGRAPHICS

Collect brief demographic data during every engagement activity (e.g., business/industry, parent, student, special populations). This validates that all federally required groups are represented and ensures equity in consultation.

Practical Tip:

Add two standard questions at the start of every survey or sign-in form to identify stakeholder type and affiliation. See the example below:

Ohio Department of Education & Workforce

Stakeholder Identification

1. What stakeholder group do you identify with?
(Select all that apply)

- ☐ Student
- ☐ Parent or Guardian
- ☐ Teacher or Educator
- ☐ School Administrator
- ☐ Employer or Industry Representative
- ☐ Community Member
- ☐ Workforce Development Organization
- ☐ Other (please specify): _____

2. Do you advocate for or represent any of the following special population student groups as defined by Perkins V?
(Select all that apply)

- ☐ Economically disadvantaged students
- ☐ Students with disabilities
- ☐ Non-traditional students
- ☐ English learners
- ☐ Homeless students
- ☐ Foster youth
- ☐ Students who are single parents
- ☐ Youth with a parent who is a member of the armed forces and deployed

AGENDAS AND ATTENDANCE RECORDS

Maintain agendas and attendance records for each meeting or engagement event. These demonstrate the purpose of the engagement and who participated.

MEETING SUMMARIES OR NOTES

Keep concise summaries of key discussion points and any decisions or feedback provided. This includes notes from breakout groups, polls, or feedback stations.

CLNA SECTION SUMMARIES

Prepare brief summaries of how data and stakeholder feedback informed each section of the CLNA. These summaries serve as both internal documentation and reference points for monitoring visits.

STAKEHOLDER FEEDBACK

Save both raw and summarized input like survey results, focus group notes, digital submissions to show how feedback was collected and used to identify needs.

By collecting this documentation consistently, CTPDs can ensure compliance with federal monitoring expectations and use it to continuously improve programs through informed stakeholder collaboration.

Ohio Department of Education & Workforce

Conclusion

Ohio's CTPDs can engage a broader, more diverse group of stakeholders by using flexible, year-round methods that leverage technology and existing events. Moving beyond traditional in-person meetings allows for more meaningful and accessible participation that aligns with Perkins V's continuous engagement requirements.

Consistently communicating how stakeholder feedback is utilized fosters trust and demonstrates that their input contributes to tangible improvements.

Finally, consistent documentation of all engagement activities including demographics, agendas, meeting summaries, and feedback ensures compliance with Perkins V monitoring and supports ongoing program refinement. Embracing these modern strategies will help CTPDs strengthen career-technical education across Ohio.

Ohio Department of Education & Workforce