

Nevada, Comprehensive Local Needs Assessment Guide

Contents

Introduction.....	2
Purpose.....	2
Why a Comprehensive Local Needs Assessment?	2
When Does a Comprehensive Local Needs Assessment Need to be Completed?	2
Local Needs Assessment Process	2
Priorities, Strategies, and Actions	16
Appendix A: Stakeholder Engagement.....	17
Appendix B: Student Achievement Data	18
Appendix C: CTE Program Offering and Labor Market Data	21
Appendix D: Program Evaluation Data	22
Appendix E: Teacher Recruitment, Retention, and Training Data	24
Appendix F: Root Causes Worksheet	25
Appendix G: Resources.....	26
Appendix H: Perkins V Definitions.....	26
Appendix I: Perkins V Text Excerpts [Perkins V, sec. 134]	28
Appendix J: Perkins V Local Uses of Funds [Perkins V, sec. 135]	30

Introduction

Pursuant to [Perkins V, sec. 134](#), one of the requirements contained within the local application is the comprehensive local needs assessment (CLNA). A CLNA is required of all secondary and postsecondary applicants.

Purpose

This guide will provide Perkins V applicants a framework to structure their approach to the local needs assessment efforts by providing actionable steps that complete the requirements and engage stakeholders in program improvement.

Why a Comprehensive Local Needs Assessment?

The CLNA is required for a grant recipient to receive Perkins V funding. The CLNA should drive the development of the local application, and it should ensure that future funding is directed towards increasing opportunities for all students. The CLNA provides opportunities for the grant recipients to:

- ensure CTE programs and programs of study are aligned to and validated by local workforce needs and economic priorities;
- ensure that local Perkins recipients are serving each student equitably;
- enable grant recipients to direct resources towards CTE programs and programs of study that lead to high-skill, high-wage, or in-demand occupations and industry sector activities that address equity and opportunity gaps;
- create a platform for coordinating and streamlining existing program review and school improvement processes to drive strategic decision-making; and,
- provide a structured mechanism in which to engage key stakeholders consistently around the quality and impact of local CTE programs of study.

When Does a Comprehensive Local Needs Assessment Need to be Completed?

The CLNA must be conducted not less than once every two (2) years. Grant recipients must include the analysis and improvement plan strategies (if indicated) in their local application that is required in their Request for Application (RFA) each Perkins V grant cycle. Progress towards implementation of strategies, successes, and other appropriate details should be included in the Consolidated Annual Report provided to NDE each year, as well as in local applications for Perkins V and State Competitive CTE funds.

Grant recipients should revisit their CLNAs regularly during the calendar year for any additional assessment and/or adjustments to CTE programs that may be warranted for future Requests for Applications (RFA).

Grant recipients shall continue this CLNA development process, as described above, throughout future Perkins V grant funding.

Local Needs Assessment Process

Step One: Prepare

During the preparation phase, grant recipients need to determine and identify the stakeholders who will be participating on the CLNA team, identify the resources and data needed to complete the CLNA, and develop a timeline for completing the process. Please think about items such as, but not limited to, the following as you engage in Step One:

- Are the resources you need already in existence via preexisting ESSA, WIOA, or other school improvement efforts (for example NDE’s redesigned Continuous Improvement Process)? Are there opportunities to connect the CLNA to those efforts?
- Does your group of stakeholders reflect the demographic makeup of your district/area?

Appendix A: Stakeholder Engagement identifies all stakeholder groups that must be included in the CLNA process.

Step Two: Explore

Grant recipients need to identify existing data that they already have access to, determine any additional data needs, select methods to collect that data, such as outside resources or consultants, and engage with stakeholders. Please think about items such as, but not limited to, the following as you engage in Step Two:

- What data elements can be shared with stakeholders, what sort of suppression is necessary to meet FERPA requirements, and how will that data be shared with stakeholders (tables, summaries, interactive dashboards, etc.)?
- If grant recipients are missing data, what methods are available to collect it? Can the missing data be collected via surveys, focus groups, or other information collection strategies?

Appendix B: Student Achievement Data, Appendix C: CTE Program Offerings and Labor Market Data, Appendix D: Program Evaluation Data, and Appendix E: Teacher Recruitment, Retention, and Training Data are provided to assist the LEA with the data collection process. In the CLNA template starting on page four (4), additional resources may be provided for each section.

Step Three: Assess

Grant recipients should meet with stakeholders to review and discuss the data, utilize the questions in the CLNA template to assist with the discussion and analysis, and determine if outside resources are needed to analyze or interpret the data. As you develop your timeline in Step One, please keep in mind that Step Three may be the largest and most time-consuming portion of the CLNA. Evaluating the questions in the CLNA template with the cooperation of stakeholders and determining the root causes of performance/access gaps could result in the development of new questions that will require returning to Step Two and the collection of additional data. Please think about items such as, but not limited to, the following as you engage in Step Three:

- When identifying root causes, what instructional, curriculum, environmental, and/or other factors at the school/district level might be addressed via the CLNA process?

- What root causes are within the district/school's ability to address within the timeframe of the CLNA?

Step Four: Prioritize

Grant recipients should review the priorities developed in the local, regional, state, and federal context and utilize the context of the four-year timeframe to balance both short-term and long-term needs. These priorities and needs should form the basis of the local application for Perkins V funding. Please think about items such as, but not limited to, the following as you engage in Step Four:

- Do the identified priorities tie into ESSA, WIOA, or other preexisting school improvement efforts?
- What evidence-based programs, opportunities, or solutions will have the greatest impact on student achievement?

Step Five: Communicate

Grant recipients should designate a key communicator, determine how and when updates will be provided to stakeholders, and develop a process for listening to input and how to respond to input.

Step Six: Evaluate

Grant recipients should determine who will lead the evaluation of the goals and strategies identified in the CLNA, define the process for evaluation and identifying next steps, and ensure the evaluation is ongoing as required by Perkins V. Annual evaluation of goals, determination of the next steps, and reflections on both successes and failures of improvement strategies is a key component of ensuring that CTE programs are continually improving. Progress and evaluation can be included in annual reporting to NDE.

CTE Program of Study Comprehensive Local Needs Assessment Template

Part A: Evaluation of Student Performance

Use the prompts on this worksheet to evaluate how CTE programs support and improve student performance on academic (ESEA/ESSA and technical (Perkins) measures. Appendix B: Student Achievement Data is provided to assist in the review of Perkins performance data for the past several years. At minimum, grant recipients should review aggregated and disaggregated data by CTE program of study and subpopulation groups.

Questions to Consider	Response	Indicate evidence reviewed.
How are students in each CTE program performing on federal accountability indicators in comparison to non-CTE students?		
How are students from special populations performing in each CTE program in comparison to students without identified special needs?		
How are students from different genders, races, and ethnicities performing in each CTE program?		
Which groups of students are struggling the most in CTE programs?		
Where do the biggest gaps in performance exist between subgroups of students? Include gaps between the LEA's performance and state goals and gaps between groups within the LEA.		
Which CTE programs have the highest outcomes?		
Which CTE programs have the lowest outcomes?		
Are there certain CTE programs where special populations are performing above average? Below average? Compare performance between LEA and the state and within the LEA.		
What are the potential root causes of inequities in student performance in the CTE programs?		
What data is trending positively over the last three years?		
What data is stagnating or trending negatively?		

Summarize the findings including strengths, areas of growth, challenges:

Part B: Evaluation of Programs

B-1: Size, Scope, and Quality

Use the prompts on this worksheet to evaluate the size, scope, and quality of the CTE programs. Appendix C: CTE Program Offering and Labor Market Data is provided to assist grant recipients with the prompts in sections B-1 and B-2. LEAs should use CTE programs of study enrollment and offering data for this CLNA’s purpose of evaluating size, scope, and quality; however, the State will be using CTE career cluster data for the Perkins Consolidated Annual Reporting (CAR) purpose. Describe how the CTE programs offered are of sufficient *size*, *scope*, and *quality* to meet the needs of *ALL* students. [Perkins V, sec. 134(c)(2)(B)(i)]

In reviewing the prompts for size, the grant recipients could consider the total number of CTE programs, number of courses within each program, total number of aggregate and disaggregate students who could be served, aggregate and disaggregate CTE course enrollments, and the aggregate and disaggregate CTE participant, concentrator, and completer enrollments over the last several years. If applicable, the LEA could review the number of aggregate and disaggregate students applying for CTE programs and number of aggregate and disaggregate students on waiting lists.

In review the prompts for scope, the grant recipients could consider documentations of course sequences and aligned curriculum, credit transfer agreements, aggregate and disaggregate student retention and transition to postsecondary education data, aggregate and disaggregate student attainment of credentials and articulated credit, and opportunities for extended learning within and across programs of study.

In review of the prompts for quality, the grant recipients could consider documentation from Quality Program Reviews (QPR), QPR self-assessments, and QPR annual reports.

Questions to Consider	In-Progress	Compliant	Notes
SIZE: Students in the district and/or area have access to a minimum of one (1) state- approved career and technical education career pathway that aligns with the respective local or state’s workforce needs.			
SIZE: A minimum class size of 10 students for districts and/or counties whose population is 55,000 or more, or continuous progress toward increased class size, in a career and technical education program.			
SCOPE: Links must exist between secondary and postsecondary career and technical education programs with evidence of working agreements (e.g., dual-credit/dual-enrollment, CTE college articulated credit) between secondary and postsecondary institutions.			

Questions to Consider	In-Progress	Compliant	Notes
SCOPE: A complete program of study for each career and technical education program exists and is incorporated into an academic plan that identifies recommended academic and technical courses as a part of a career pathway.			
SCOPE: Postsecondary programs supported under Perkins align to state or regional workforce needs as evidenced by local/regional/state labor market data.			
QUALITY: Secondary and postsecondary career and technical education program quality is measured by Nevada’s Quality Program Standards, as approved by the Nevada State Board of Education, that demonstrate rigorous and relevant expectations for career and technical education program organization and delivery, which are: (1) Career Guidance; (2) Program and Instruction; (3) Leadership Development; (4) Educational Personnel; (5) Program Planning and Promotion; (6) Facilities, Equipment, and Instructional Materials and Supplies; (7) Community, Business and Industry Partnerships; and, (8) Evaluation Systems and Accountability			

Questions to Consider	Response	Indicate evidence reviewed.
Does the grant recipient offer CTE programs with an enrollment that is too low to justify the costs in offering the CTE programs?		
Do some programs offer more opportunities for skill development and external learning experiences than others?		
How do specific program areas compare in quality?		
How do specific components of programs, such as work-based learning, instruction materials, and equipment, compare in quality?		

Summarize the findings including strengths, areas of growth, challenges:

B-2: Labor Market Alignment

Use the prompts on this worksheet to evaluate the alignment of CTE programs of study to local, regional, and state labor market data.

Questions to Consider	Response	Indicate evidence reviewed.
Is each CTE program aligned to State, regional or local in-demand occupations and industry sectors identified by the state workforce development board or local workforce development board, including career pathways?		
Is each CTE program designed to meet local education or economic needs not identified by state boards or local workforce development boards?		
Does the LEA have policies in place to respond to changes in the labor market to develop new or modify existing CTE programs?		
Do industry partners indicate that students graduate ready to enter high-skill, high-wage, and in-demand industries without remediation?		
Do CTE programs provide opportunities for students in special populations to access local labor market data and information?		
What are the highest projected growth industries and occupations within the local, county, region, and/or state?		
Do CTE program enrollments meet the projected job openings in high-skill, high-wage, and in-demand industries?		
Where are the largest gaps between CTE program enrollments and job openings?		

Summarize the findings including strengths, areas of growth, challenges:

Part C: Implementing CTE Programs of Study (secondary) and CTE Pathways (postsecondary)

Use the prompts on this worksheet to evaluate how the grant recipient’s CTE programs are implemented and aligned to postsecondary options [Perkins V, sec. 134(c)(2)(C)]. The grant recipients shall conduct a three-year evaluation of current CTE program areas. This evaluation should be both a *backward* and *forward-looking* review of the CTE program areas offered.

Appendix D: Program Evaluation Data is provided to assist the LEA review alignment to postsecondary options. The grant recipients could consider documentation of course sequences and aligned curriculum, credit transfer agreements, aggregate and disaggregate student retention and transition to postsecondary education data, aggregate and disaggregate student attainment of credentials and articulated credit, and opportunities for extended learning within and across programs of study. While some of these elements may seem to be focused on secondary grant recipients, postsecondary institutions should consider how their programs align to secondary offerings, the ability of students to transfer to other postsecondary institutions, and similar relevant elements.

Questions to Consider	Response	Indicate evidence reviewed.
How fully is each CTE program aligned and articulated across secondary and postsecondary education?		
Do the CTE programs incorporate relevant academic, technical, and employability skills at every learner level?		
Does the grant recipient have credit transfer agreements in place to help students earn and articulate credit?		
Are students being retained in the same CTE program of study?		
Do students in the programs of study have multiple entry and exit points?		
Are students earning recognized postsecondary credentials? If so, which credentials are being earned?		
Are students earning dual/concurrent enrollment credit?		
What is the role of secondary and postsecondary partners in the program of study design and delivery?		

Summarize the findings including strengths, areas of growth, challenges:

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

Use the prompts on this worksheet to evaluate progress being made to improve recruitment, retention, and training of CTE teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals of groups underrepresented in such professions. [Perkins V, sec. 134(c)(D)]

Appendix E: Teacher Recruitment, Retention, and Training Data is provided to assist the review. To complete this section, grant recipients could consider reviewing policies on educator licensing, data on preparation programs, salaries and benefits, teacher demographics, existing recruitment and retention processes, mentoring programs, shortage areas, and projections on future staffing needs.

Questions to Consider	Response	Indicate evidence reviewed
Does the CTE staff reflect the demographic makeup of the student population?		
Are there processes in place to recruit new CTE educators? Are these processes efficient and effective?		
Are there processes in place to develop or recruit CTE educators from existing staff? Are these processes efficient and effective?		
Does the grant recipient have onboarding processes in place to bring new professionals into the system?		
Are onboarding processes effective, especially for educators who are entering the profession from business and industry careers?		
What has been the impact on onboarding processes and/or mentoring for new instructors?		
Are all CTE educators adequately licensed?		
Is regular, substantive, and effective professional development offered around CTE, academic, and technical instruction based on identified need?		
What professional development opportunities are most highly rated by participating staff?		

Questions to Consider	Response	Indicate evidence reviewed
What do educators report as needs and preferences for professional development and supports?		
What CTE programs of study are more educators needed?		

Summarize the findings including strengths, areas of growth, challenges:

Part E: Improving Equity and Access

Grant recipients should use the prompts on this worksheet to evaluate the steps being taken toward ensuring equitable access and inclusion in CTE programs of study. Appendix B: Student Achievement Data is provided to assist the LEA to review Perkins performance data for the past several years. At minimum, grant recipients should review aggregated and disaggregated data by district, school, overall CTE participation, and individual CTE programs of study to identify potential opportunity or participation gaps. To complete this section, grant recipients could consider reviewing promotional materials, recruitment and career guidance activities, processes for providing accommodations, modifications, and support services for special populations, and procedures or requirements for participation in work-based learning opportunities.

Questions to Consider	Response	Indicate evidence reviewed
Which student population groups are underrepresented in CTE programs at both the district and school level? Are students underrepresented in particular program areas?		
Which student populations groups are overrepresented in CTE programs at both the district and school level? Are students overrepresented particular program areas?		
Are there differences between participant, concentrator, and completer data for each special population that may indicate retention or enrollment discrepancies?		
Are there enrollment discrepancies related to high-wage, high-skill, in-demand occupations?		
Are there discrepancies in End of Program or Workplace Readiness exam participation or pass rates among special populations or other groups? Are there discrepancies in the number of students earning CTE Certificates?		
What barriers currently exist that prevent special populations from accessing and completing CTE programs?		
What accommodations, modifications, and supportive services do grant recipients provide to ensure the success of special		

Questions to Consider	Response	Indicate evidence reviewed
population groups? Which ones are most effective? Which ones are underutilized?		
What additional accommodations, modifications, and support services would help ensure access and equity for all students?		
What recruiting efforts for special populations seem to be most effective? Which ones are least effective?		

Summarize the findings including strengths, areas of growth, challenges:

Part F: Performance Measures

Complete the rating for each of the grant recipient’s performance measures and identify and address any disparities or gaps in performance among population subgroups.

Table 1: Secondary Grant Recipients Only

Rating	Met	Not met for at least one year	Not met three consecutive years or more	Any disparities or gaps in performance among population subgroups?
1S1 Four-Year Graduation Rate %				
2S1 Reading/ELA Proficiency % (ACT ELA Proficiency per NDE cut scores)				
2S2 Mathematics Proficiency % (ACT Mathematics Proficiency per NDE cut scores)				
2S3 Science Proficiency % (Nevada Science Exam Proficiency per NDE cut Scores)				
3S1 Post-Program Placement % (concentrator to: college, employment, military, national service)				
4S1 Nontraditional Program % (concentrator participation)				
5S2-Attained Postsecondary Credit % (College Credit earned through dual or concurrent program in a CTE field)				

Table 2: Postsecondary Grant Recipients Only

Rating	Met	Not met for at least one year	Not met three consecutive years or more	Any disparities or gaps in performance among population subgroups?
1P1 Postsecondary Retention and Placement				
2P1 Earned Recognized Postsecondary Credential				
3P1 Nontraditional Program Enrollment				

Summarize the findings including strengths, areas of growth, challenges:

Part G: Root Cause Analysis

The Root Cause Analysis Handout (Appendix F) provides guidance and space for teams to create and narrow the list of underlying factors that cause school challenges, and ultimately select the problems to create solutions for.

Process for each Inquiry Area (Student Success, Adult Learning Culture):

- **Step 1:** (Completed individually by team members) – Compile the challenges, disparities, or gaps identified in Parts A- F, compose a “Problem Statement summarizing areas that need to be addressed, and note any instructional, curricular, environmental, and learner (ICEL) factors that may have contributed to the problem.

As a whole team:

- **Step 2:** Complete the 5 Why exercise (Appendix F) to determine the root cause(s) of the problems.
 1. List your first problem statement.
 2. Write down what **Instructional** factors may be contributing to the problem. These are called initial contributing causes.
 3. Write down why these initial contributing factors happened. These are your secondary contributing causes.
 4. Ask why your secondary contributing causes happened. Continue asking why until the answers are no longer actionable or are out of your control. Not all your hypotheses will get to the fifth “why”. Some could take more than 5 “whys”.
 5. Repeat steps three and four for **Curriculum, Environment, and Learner**. This process will result in a list of root causes for your first problem statement that are ultimately about instruction, curriculum, environment, and the learner – all things we have influence over.
- **Step 3:** Identify the most critical roots and brainstorm improvement strategies for Student Success and Adult Learning Culture (see tables below). Narrow your list of root causes down to the 1-2 that are the most critical to address. Consider the following criteria:

1. Apply to a large share of students/teachers/families
2. Are within your locus of control
3. Are alterable within your timeframe
4. Apply to historically underserved populations

Student Success

Critical Root Causes	Improvement Strategies

Adult Learning Culture

Critical Root Causes	Improvement Strategies

Critical Root Causes	Improvement Strategies

- **Step 4:** Select the highest impact improvement strategies and determine the intended outcome of these improvement strategies. These should be included in your Priorities, Strategies, and Actions on the next page.

Selected Improvement Strategies	Intended Outcome

Priorities, Strategies, and Actions

Utilize the findings in Parts A through G to identify the priorities for the LEA, identify the specific root cause(s) addressed by the priority, determine measurable goals to achieve the priorities, develop strategies and next steps to meet the goals, and identify funding mechanisms.

Priority Identified	Specific Root Cause(s) Addressed	Section (A-F)	Subpopulations (Appendix H)	Measurable Goal(s)	Strategies and Next Steps	Timeline	Funding Resources to be Utilized	Stakeholders Responsible

Appendix A: Stakeholder Engagement

Required Stakeholders for Local Comprehensive Needs Assessment Discussions [Perkins V Sec. 134(d)]

In conducting the comprehensive needs assessment, and developing the local application, an eligible recipient/LEA shall involve a diverse body of stakeholders, including, at a minimum (the following):

		Name	Organization/Title	Email/Contact Information
(1) representatives of businesses and industry in the community or region	Employers			
(2) representatives of career and technical education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals	Teachers Counselors Principals/Admin Support Personnel Paraprofessionals			
(3) representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators	Postsecondary Faculty Postsecondary Admin			
(4) representatives of the state board or local workforce development boards	Workforce Board Reps			
(5) parents and students	Parents Students			
(6) representatives of special populations	Special Populations Reps			
(7) representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965)	Out-of-School Youth Rep Homeless Youth Rep At-Risk Youth Rep			
(8) representatives of Indian Tribes and Tribal organizations in the State, where applicable; and				
(9) any other stakeholders that the eligible agency may require the eligible recipient to consult.				
Others (Optional)				

Appendix B: Student Achievement Data

Secondary Performance Indicators

Please note that Year 3 represents the year with the most recent data, Year 2 represents the year prior to the most recent data, and Year 1 represents two years prior to the most recent data.

	1S1 Four-Year Graduation Rate % Year 1 / Year 2 / Year 3 / Trend	2S1 Reading/LA Proficiency % (ACT ELA) Year 1 / Year 2 / Year 3 / Trend	2S2 Mathematics Proficiency % (ACT Mathematics) Year 1 / Year 2 / Year 3 / Trend	2S3 Science Proficiency % (Nevada Science Exam) Year 1 / Year 2 / Year 3 / Trend
Total				
Gender				
Male				
Female				
Race/Ethnicity				
American Indian/Alaskan Native				
Asian				
Black/African American				
Hispanic/Latino				
Native Hawaiian/Pacific Islander				
White				
Two or More				
Special Populations				
Disabled				
Low SES				
Nontraditional				
Single Parent				
Out of work				
ELL				
Homeless				
Foster Care				
Military Family				

Postsecondary Performance Indicators

	3S1 Post-Program Placement % (concentrator to: college, employment, military, national service) Year 1 / Year 2 / Year 3 / Trend	4S1 Nontraditional Program % (concentrator participation) Year 1 / Year 2 / Year 3 / Trend	5S2-Attained Postsecondary Credit % (College Credit earned through dual or concurrent program in a CTE field) Year 1 / Year 2 / Year 3 / Trend
Total			
Gender			
Male			
Female			
Race/Ethnicity			
American Indian/Alaskan Native			
Asian			
Black/African American			
Hispanic/Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More			
Special Populations			
Disabled			
Low SES			
Nontraditional			
Single Parent			
Out of work			
ELL			
Homeless			
Foster Care			
Military Family			

Postsecondary Performance Indicators

	1P1 Postsecondary Retention and Placement % (concentrators after program completion to: education, training, military, employment, national service) Year 1 / Year 2 / Year 3 / Trend	2P1 Earned Recognized Postsecondary Credential % (concentrators receiving recognized credential) Year 1 / Year 2 / Year 3 / Trend	3P1 Postsecondary Nontraditional Program % (concentrator participation) Year 1 / Year 2 / Year 3 / Trend
Total			
Gender			
Male			
Female			
Race/Ethnicity			
American Indian/Alaskan Native			
Asian			
Black/African American			
Hispanic/Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More			
Special Populations			
Disabled			
Low SES			
Nontraditional			
Single Parent			
Out of work			
ELL			
Homeless			
Foster Care			
Military Family			

Appendix C: CTE Program Offering and Labor Market Data

Rank ¹	CTE Program of Study/Career Pathway Name	# Enrolled (Most recent year)	High-Skill, High-Wage, or In-Demand Occupations and Industry Sectors (Local/Regional) ²	# of Openings (Over last years)	High-Skill, High-Wage, or In-Demand Occupations and Industry Sectors (State) ²	# of Openings (Most recent period)

¹ LEAs are to *rank* their respective local priorities for their CTE programs aligned to high-skill, high-wage, or in-demand occupations and industry sectors based on labor market indicators.

² As defined by the Governor’s Office of Workforce Innovation (OWINN) and Economic Development (GOED) for high-skill, high-wage, or in-demand occupations and industry sectors; and, in terms of Nevada’s local, regional, and state workforce and labor market data.

Appendix D: Program Evaluation Data

Evaluate progress toward the implementation of CTE programs and programs of study. [Perkins V, sec. 134(c)(2)(C)] The grant recipients shall conduct a three-year evaluation of current CTE program areas. This evaluation should be both a *backward* and *forward-looking* review of the CTE program areas offered by the LEA.

Please note that Year 3 represents the year with the most recent data, Year 2 represents the year prior to the most recent data, and Year 1 represents two years prior to the most recent data.

	Enrollment Trend % Year 1 / Year 2 / Year 3 / Average	Concentrator Enrollment Retention % Year 1 / Year 2 / Year 3 / Average	Completer Trend % Year 1 / Year 2 / Year 3 / Average	# Earning Dual Enrollment Credits Year 1 / Year 2 / Year 3 / Average
CTE Program of Study/Career Pathway Name				

Appendix E: Teacher Recruitment, Retention, and Training Data

Please note that Year 3 represents the year with the most recent data, Year 2 represents the year prior to the most recent data, and Year 1 represents two years prior to the most recent data.

	Number Working in Local CTE Program(s) Year 1 / Year 2 / Year 3 / Trend	# Professional Development Workshops Offered Year 1 / Year 2 / Year 3 / Trend
1. CTE teachers		
2. Academic teachers		
3. Special populations support		
4. Paraprofessionals		
5. Counselors		
6. Others		

Professional Development Offered

Title	Type (Workshop, Conference, Other)	Who Attended

Appendix F: Root Causes Worksheet

	Student Success
Problem Statement(s):	<i>e.g., There is a significant gap (18 pts) between SWD and non-SWD students on the state math exam.</i>
What instructional factors may have contributed to the problem? List the 5 Whys?	
What curriculum factors may have contributed to the problem? List the 5 Whys?	
What environmental factor may have contributed to the problem? List the 5 Whys?	
What learner factors may have contributed to the problem? List the 5 Whys?	

Appendix G: Resources

Data, contact and informational resources for LEAs to use to conduct the CLNA include, but are not limited to:

Nevada's Labor Market Information: <http://nevadaworkforce.com/>

Governor's Office of Economic Development (GOED): <http://www.diversifynevada.com/>

GOED's Data Portal: <http://www.diversifynevada.com/why-nevada/data-portal/>

Governor's Office of Workforce Innovation for the New Nevada (GOWINN) and the Governor's Workforce Development Board:
<http://owinn.nv.gov/>

State's Industry-Recognized Credential List: http://owinn.nv.gov/Misc/NV_Industry_Credentials_List/

New Skills for Youth/LifeWorks: [Lifeworksnv.org](http://lifeworksnv.org)

Data USA: <https://datausa.io>

Career Outlook in the US: careeroutlook.us

National Alliance for Partnerships in Equity: <https://napequity.org/public-policy/frontline-legislation/strengthening-career-and-technical-education-for-the-21st-century-act/>

NDE Redesigned Continuous Improvement Process (CIP) resources: <https://nde.padlet.org/glamarre2/aw0ajfppvoatd44k>

Advance CTE Engaging Representatives of Learners with Special Population Status Through Perkins V:
https://cte.careertech.org/sites/default/files/files/resources/Engaging_Special_Populations_April_2021.pdf

NAPE Perkins V Equity Gap Analysis: <https://napequity.org/wp-content/uploads/NAPE-Perkins-V-State-Equity-Gap-Analysis-At-A-Glance.pdf>

CTE Research Network: <https://ctereseachnetwork.org/>

NAPE, Equity in CTE Root Causes: https://napequity.org/wp-content/uploads/NAPE-Equity-in-CTE-STEM-Root-Causes-Table_2021-04-24.pdf

Nevada Strategies for Special Population Success Tips and Tools:
<https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/CTE/NevadaSpecialPopulationsBrief.pdf>

Appendix H: Perkins V Definitions

Credit Transfer: Encompasses dual or concurrent enrollment programs, as well as credit granted on the basis of performance on technical assessments (competency-based).

CTE Concentrator: Secondary level – a student served by an eligible recipient who completes at least two (2) courses in a single CTE program area or Program of Study. Postsecondary – a student served by an eligible recipient who earns 12 credits in a single program area or completes a program that encompasses fewer than 12 credits.

CTE Participant: An individual, either secondary or postsecondary, who completes at least one (1) CTE course or earns at least one (1) credit in a CTE program area or program of study.

CTE Program of Study Assessment of Progress: A CTE Program of Study is defined as a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary levels that:

- incorporates challenging State academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;
- addresses both academic and technical knowledge and skills, including employability skills;
- is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area;
- progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);
- has multiple entry and exit points that incorporates credentialing; and,
- culminates in the attainment of a recognized postsecondary credential.

Eligible Recipient: In addition to public schools, school districts, and public charter schools – Indian tribes, tribal organizations, education agencies, and tribally-controlled colleges or universities.

Perkins V Special Populations Definition [Perkins V Sec. 3(48)]

Perkins V defines *special populations* as:

- (A) individuals with disabilities;
- (B) individuals from economically disadvantaged families, including low-income youth and adults;
- (C) individuals preparing for nontraditional fields;
- (D) single parents, including single pregnant women;
- (E) out-of-workforce individuals;
- (F) English learners;
- (G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);
- (H) youth who are in, or have aged out of, the foster care system; and
- (I) youth with a parent who—
 - a. is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and
 - b. is on active duty (as such term is defined in section 101(d)(1) of such title).

State-Determined Performance Levels: In 2019, the Department will be developing baseline state-determined state and local performance levels, which it will communicate to the local education agencies (LEAs) in 2020 for use in their respective comprehensive local needs assessment (CLNA).

Work-based Learning: Must foster in-depth, first-hand engagement with the tasks required of a given career field, be aligned to curriculum and instruction, and may include simulated environments.

Appendix I: Perkins V Text Excerpts [Perkins V, sec. 134]

(a) LOCAL APPLICATION REQUIRED.--

(b) CONTENTS.--

(c) COMPREHENSIVE NEEDS ASSESSMENT.—

(1) IN GENERAL.--To be eligible to receive financial assistance under this part, an eligible recipient shall--

(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 2 years, update such comprehensive local needs assessment.

(2) REQUIREMENTS.--The comprehensive local needs assessment described in paragraph (1) shall include each of the following:

(A) An evaluation of the performance of the students served by the eligible recipient with respect to State determined and local levels of performance established pursuant to section 113, including an evaluation of performance for special populations and each subgroup described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965.

(B) A description of how career and technical education programs offered by the eligible recipient are—

(i) sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient; and

(ii)

(I) aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development board described in section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111)(referred to in this section as the *State Board*) or local workforce development board, including career pathways, where appropriate; or

(II) designed to meet local education or economic needs not identified by State boards or local workforce development boards.

(C) An evaluation of progress toward the implementation of career and technical education programs and programs of study.

(D) 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.

(E) A description of progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including—

(i) strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;

(ii) providing programs that are designed to enable special populations to meet the local levels of performance; and

(iii) 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.

(d) CONSULTATION.—In conducting the comprehensive needs assessment under subsection (c), and developing the local application described in subsection(b), an eligible recipient shall involve a diverse body of stakeholders, including, at a minimum—

- (1) representatives of career and technical education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals;
- (2) representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators;
- (3) representatives of the State board or local workforce development boards and a range of local or regional businesses or industries;
- (4) parents and students;
- (5) representatives of special populations;
- (6) representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965);
- (7) representatives of Indian Tribes and Tribal organizations in the State, where applicable; and
- (8) any other stakeholders that the eligible agency may require the eligible recipient to consult.

(e) CONTINUED CONSULTATION.--An eligible recipient receiving financial assistance under this part shall consult with stakeholders described in subsection(d) on an ongoing basis, as determined by the eligible agency. This may include consultation in order to—

- (1) provide input on annual updates to the comprehensive needs assessment required under subsection (c)(1)(B);
- (2) ensure 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 and the entities described in subsection(d), which may include in-demand industry sectors or occupations identified by the local workforce development board;
 - (C) informed by labor market information, including information provided under section 15(e)(2)(C) of the Wagner-Peyser Act (29 U.S.C. 491-2(e)(2)(C));
 - (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 to ensure such programs of study align with skills required by local employment opportunities, including activities such as the identification of relevant standards, curriculum, industry-recognized credentials, and current technology and equipment;
- (3) identify and encourage opportunities for work-based learning; and
- (4) ensure funding under this part is used in a coordinated manner with other local resources.

Appendix J: Perkins V Local Uses of Funds [Perkins V, sec. 135]

Perkins V local uses of funds are to be used to support CTE programs of sufficient size, scope, and quality to be effective (and reflected in the CLNA) for one or more of the following six (6) required activities:

- 1) Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in career and technical education programs, in making informed plans and decisions about future education and career opportunities and programs of study, which may include:**
 - a. introductory courses or activities focused on career exploration and career awareness, including non-traditional fields;
 - b. readily available career and labor market information, including information on:
 - i. occupational supply and demand;
 - ii. educational requirements;
 - iii. other information on careers aligned to state, local, or tribal (as applicable) economic priorities; and
 - iv. employment sectors;
 - c. programs and activities related to the development of student graduation and career plans;
 - d. career guidance and academic counselors that provide information on postsecondary education and career options;
 - e. any other activity that advances knowledge of career opportunities and assists students in making informed decisions about future education and employment goals, including in non-traditional fields; or,
 - f. provide students with strong experience in, and comprehensive understanding of, all aspects of industry;
- 2) Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance, and academic counselors, or paraprofessionals, which *may* include:**
 - a. professional development on supporting individualized academic and career and technical education instructional approaches, including the integration of academic and career and technical education standards and curriculum;
 - b. professional development on ensuring labor market information is used to inform the programs, guidance and advisement offered to students, including information provided under sec. 15(e)(2)(C) of the Wagner-Peyser Act (29 U.S.C. 491-2(e)(2)(C))
 - c. providing teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance, and academic counselors, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding of all aspects of an industry, including the latest workplace equipment, technologies, standards, and credentials;
 - d. supporting school leaders and administrators in managing career and technical education programs in the schools, institutions, or local educational agencies of such administrators or school leaders;
 - e. supporting the implementation of strategies to improve student achievement and close gaps in student participation and performance in career and technical education programs;
 - f. providing teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, principals, school leaders, or paraprofessionals, as appropriate with opportunities to advance knowledge, skills, and understanding in pedagogical practices, including, to the extent the eligible recipient determines that such evidence is reasonably available, evidence-based pedagogical practices;

- g. training teachers, faculty, school leaders, administrators, specialized instructional support personnel (including career guidance and academic counselors), or paraprofessionals, as appropriate to provide appropriate accommodations for individuals with disabilities, and students with disabilities who are provided accommodations under the Rehabilitation Act of 1973 (29 U.S.C. 701 et seq.) or the Individuals with Disabilities Education Act;
 - h. training teachers, faculty, specialized instructional support personnel (including career guidance and academic counselors), and paraprofessionals in frameworks to effectively teach students, including a particular focus on students with disabilities and English learners, which may include universal design for learning, multi-tier systems of supports and positive behavioral interventions and support; or,
 - i. training for the effective use of community spaces that provide access to tools, technology, and knowledge for learners and entrepreneurs, such as makerspaces or libraries;
- 3) Provide within career and technical education the skills necessary to pursue high-skill, high-wage or in-demand industry sectors or occupations;**
- 4) Support integration of academic skills into career and technical education programs and programs of study to support:**
- a. CTE participants at the secondary school level in meeting the challenging State academic standards adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 by the State in which the eligible recipient is located; and,
 - b. CTE participants at the postsecondary level in achieving academic skills;
- 5) Plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance established under section 113, which may include:**
- a. curriculum aligned with the requirements for a program of study;
 - b. sustainable relationships among education, business and industry, and other community stakeholders, including industry or sector partnerships in the local area, where applicable, that are designed to facilitate the process of continuously updating and aligning programs of study with skills in demand in the State, regional, or local economy, and in collaboration with business outreach staff in one-stop career centers, as defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102), and other appropriate organizations, including community-based and youth-serving organizations;
 - c. where appropriate, expanding opportunities for CTE concentrators to participate in accelerated learning programs (as described in section 4104(b)(3)(A)(i)(IV) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7114(b)(3)(A)(i)(IV)), including dual or concurrent enrollment programs, early college high schools, and the development or implementation of articulation agreements as part of a career and technical education program of study;
 - d. appropriate equipment, technology, and instructional materials (including support for library resources) aligned with business and industry needs, including machinery, testing equipment, tools, implements, hardware and software, and other new and emerging instructional materials;
 - e. a continuum of work-based learning opportunities, including simulated work environments;
 - f. industry-recognized certification exams or other assessments leading toward a recognized postsecondary credential;
 - g. efforts to recruit and retain career and technical education program teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals;

- h. where applicable, coordination with other education and workforce development programs and initiatives, including career pathways and sector partnerships developed under the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.) and other Federal laws and initiatives that provide students with transition-related services, including the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
 - i. expanding opportunities for students to participate in distance career and technical education and blended-learning programs;
 - j. expanding opportunities for students to participate in competency-based education programs;
 - k. improving career guidance and academic counseling programs that assist students in making informed academic and career and technical education decisions, including academic and financial aid counseling;
 - l. supporting the integration of employability skills into career and technical education programs and programs of study, including through family and consumer science programs;
 - m. supporting programs and activities that increase access, student engagement, and success in science, technology, engineering, and mathematics fields (including computer science and architecture) for students who are members of groups underrepresented in such subject fields;
 - n. providing career and technical education, in a school or other educational setting, for adults or out-of-school youth to complete secondary school education or upgrade technical skills;
 - o. supporting career and technical student organizations, including student preparation for and participation in technical skills competitions aligned with career and technical education program standards and curriculum;
 - p. making all forms of instructional content widely available, which may include use of open educational resources;
 - q. supporting the integration of arts and design skills, when appropriate, into career and technical education programs and programs of study;
 - r. partnering with a qualified intermediary to improve training, the development of public-private partnerships, systems development, capacity-building, and scalability of the delivery of high-quality career and technical education;
 - s. support to reduce or eliminate out-of-pocket expenses for special populations participating in career and technical education, including those participating in dual or concurrent enrollment programs or early college high school programs, and supporting the costs associated with fees, transportation, childcare, or mobility challenges for those special populations; or,
 - t. other activities to improve career and technical education programs; and,
- 6) Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required under section 134(c) and the local report required under section 113(b)(4)(B).**