



Georgia Department of Education  
Career, Technical & Agricultural Education  
Perkins V  
Comprehensive Local Needs Assessment  
Guidance

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## Dear CTAE Leader

A significant change in Perkins V (Strengthening Career and Technical Education for the 21st Century Act) is the new requirement for Eligible Recipients to conduct a Comprehensive Local Needs Assessment (CLNA) and update it every two years.

“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” (*Perkins V: The Official Guide to the Strengthening Career and Technical Education for the 21st Century Act*).

Georgia Department of Education (GaDOE) Technology Services has worked to integrate key functions of all GaDOE departments into one comprehensive statewide solution that can be accessed through the local educational agency’s (LEA) existing student information system. The CLNA Guidance provides an overview of how to get started on the local needs assessment and helps to translate the language of the law into concrete, actionable steps for conducting a rigorous local needs assessment that meets Perkins V requirements.

# Definitions

**Career Cluster:** A framework which provides a vital structure for organizing and delivering quality CTAE programs through learning and comprehensive programs of study. Georgia has 17 Career Clusters based on the National Career Cluster Framework with the addition of Energy. Each cluster will have multiple career pathways.

**Career Pathways:** Students take a sequence of three classes tailored to a cluster, which will help them navigate their way to success no matter what they choose to do after high school graduation. Each career pathway may culminate with work-based learning experiences.

**Eligible Recipient:** A local educational agency (including a public charter school that operates as a local educational agency), an area career and technical education school, an educational service agency, an Indian Tribe, Tribal organization, or Tribal educational agency or a consortium, eligible to receive assistance under section 131; or an eligible institution or consortium of eligible institutions eligible to receive assistance under section 132 (Hyslop, 2018).

**Eligible Agency:** A state educational agency (i.e. Georgia Department of Education) (Hyslop, 2018).

**Need:** Gap between what is and what should be.

**Program:** At the technical college level, CTE programs help youth and adults who are preparing for first-time careers and adults who are changing careers or upgrading their skills within a career field to quickly gain the skills and experiences that are directly related to workplace success. TCSG Programs: Agriculture/Natural Resource Technologies; Business Technologies; Health Technologies; Industrial, Engineering and Manufacturing Technologies; Personal/Public Services Technologies

**Programs of Study:** A coordinated non-duplicative sequence of academic and technical content at the secondary and postsecondary level 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 incorporate credentialing.
- Culminates in the attainment of a recognized postsecondary credential.” (Public Law 115-224).

## Six Elements of Quality Career, Technical & Agricultural Education (CTAE)

A thoughtfully implemented, data-driven needs assessment provides a powerful opportunity to engage stakeholders in a common understanding and vision for the future of CTAE within a community. The CLNA requires applicants to evaluate, in consultation with a wide range of stakeholders, how the school district's overall CTAE offerings measure up in several areas.

These elements include:

- I. Student Core Indicators of Performance
- II. Labor Market Alignment
- III. Size, Scope and Quality
- IV. Career Pathway Programs of Study Implementation
- V. Recruitment, Retention, and Professional Development
- VI. Equity and Access

As you address each element, keep in mind that “needs” can be defined as a gap between what is and what should be. A need can be felt by an individual, a group, a school, or an entire community. Examining situations closely helps uncover what is truly needed and leads toward future improvement (Center for Community Health and Development 2018).

Because each of the six elements is key to the needs assessment, we have dedicated one section to each.

### **Keep your end product in mind.**

Once the needs assessment process is completed, merge these separate analyses into one set of findings and engage stakeholders in setting a future vision for addressing and prioritizing the needs for funding the local application.

# The Document

Each CLNA section within this document contains the following subsections:

<b>Guidance</b>	<ul style="list-style-type: none"><li>• <b>Law text and explanation</b></li><li>• <b>Data analysis:</b> These sections contain data source and analysis recommendations. Selecting which data sources are used and how each is analyzed is up to the discretion of the eligible recipient, unless otherwise notated.</li><li>• <b>Stakeholder/Team Member engagement:</b> These sections contain suggested stakeholders/team members that may have important feedback on the section’s topic, engagement strategies, and pertinent questions. How and with whom you engage on a given CTAE topic is at the eligible recipient’s discretion, provided all of the required stakeholders/team members are consulted at some point in the needs assessment process.</li></ul>
<b>Process Tools</b>	<ul style="list-style-type: none"><li>• <b>Process reporting tables:</b> These tables capture essential information about data analyses and stakeholder consultation that could have value for replicating processes during future needs assessments as well as be reviewed during times of monitoring risk assessment (MRA) review.</li><li>• <b>Results reporting tables:</b> These tables capture the needs identified and facilitates prioritization.</li></ul>

## Maintenance of Documentation

Supporting documentation for each identified need is to be **maintained locally** for reference, reflection and evaluation, future needs assessments, planning, budgeting, and Perkins Monitoring and Risk Assessments Review.

## Eligible Recipient Collaboration

Recipients of Perkins funds are strongly encouraged to share needs assessment procedures, results, and even individual stakeholders, with other local systems, as appropriate and relevant. This type of collaboration may yield many benefits as regional workforce needs and challenges may affect neighboring systems. Collaboration could take place online (email, forums, webinars), by phone, survey, or in person (one-on-one or in large group settings or focus groups).

## Interim Year Updates

The Perkins Comprehensive Local Needs Assessment is required to be completed every two years. **During the interim year, updates may be necessary, and documentation should be maintained locally.**

# The Process

Below is a suggested step process for successfully completing the Perkins Comprehensive Local Needs Assessment (CLNA). The CLNA process merits a great deal of intentional thought and planning to coordinate the various sections, team members, and stakeholders. The CLNA process should produce accurate, actionable, and strategic results, leading to high-quality CTAE programs which promote more opportunities after high school. Consider the CLNA process as a major project that will require decisive leadership and detail-oriented project management.

Overview of the Needs Assessment Process:





## Pre-Plan

- Determine major tasks and roles

### 1. Pre-Plan

Read through the entirety of this Comprehensive Local Needs Assessment (CLNA) Guidance Document and determine requirements. Then, identify:

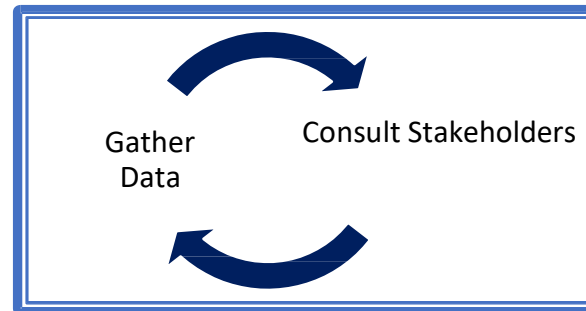
- **Assignments for needs assessment team members and other support roles.**
- **Local personalized priorities and purposes for the CLNA:** A great deal of latitude and choice is built into Georgia's CLNA. Make the most of this by determining as a leadership group (team members) what you would like to get out of the CLNA. Revisiting and refining your mission statement or other set of operating principles prior to completing the CLNA can be highly valuable and directive.
- **Data sources:** Add to and select from the listed data sets within each of the CLNA elements. **Some of the data sources will take some time to gather and process.** Build in lead time to interpret the data. The data sources you select should reflect the team members' priorities and values and should be geared towards truly investigating the most important needs of your system.
- **Stakeholder engagement plan:** Stakeholder engagement is the most time intensive part of the CLNA process. Begin the process of identifying stakeholders, contacting them, engaging them in purposeful discussion, and interpreting their input very early in the CLNA process.
- **Timeline/calendar of major CLNA events:** Determine major priorities, decide how required stakeholders will be engaged, select data sources to investigate, and delegate staff assignments. Create a calendar including the most significant milestones and progress benchmarks along the way. This will ensure that intermediate progress is met on the path towards completion of the full CLNA. Remember that the results of the CLNA will be reported in the Local Application only. CLNA data will not be submitted to GaDOE.

## Gather

- Data
- Stakeholder input
- Team Member input

### 2. Gather

Gather data and record stakeholder input. Develop a local strategy for storing these files in a centralized location and naming the files in a way to promote ease of access for multiple individuals in multiple district's sites. There can be great value in sharing this data and input with stakeholders to gather their input and interpretation. In many instances, this will result in a need to gather more data based on stakeholder input.



*Figure 1 - A common cycle of discovery using stakeholders to interpret data, gathering more data based on their input, and returning to the stakeholders for further interpretation.*

## Analyze

- Process, display, interpret, analyze, verify, and determine root causes

### 3. Analyze

This is one of the most difficult and easily neglected steps within a needs assessment process. At its most basic level, it is determining cause and effect. The data and input collected will be the effects of some underlying cause. It is your task to determine the cause(s) of each. To use an analogy from health sciences, the team will be like a doctor looking at symptoms and searching for a diagnosis. To get to an accurate diagnosis:

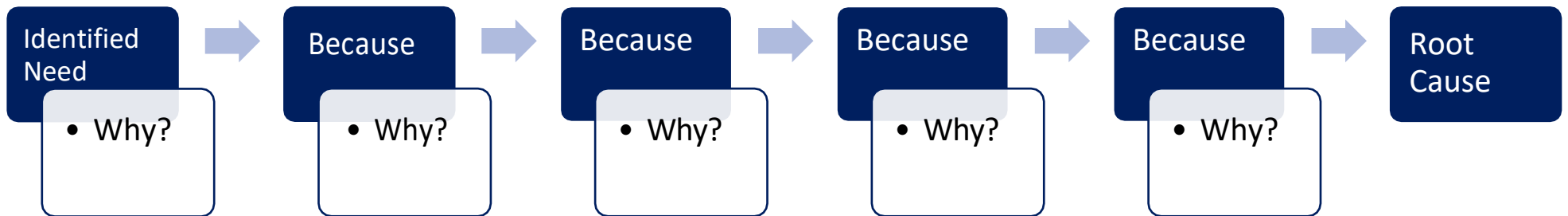
- **Process the data transparently** to allow for others to double check and verify results.
- **Display the data to facilitate interpretation** utilizing tables, graphs, charts, word clouds, and other visual aids to see patterns within the data will be highly beneficial.
- **Verify findings through corroboration.** Be skeptical. For small data sets, surprising results, or other unexpected outcomes, make sure to use multiple means of verifying patterns; such as additional data sources, stakeholder input, and evidence-based research.
- **Perform root cause analysis.** There are a variety of techniques used to move from the identified needs to discover root causes. One technique is to ask and answer the question ‘why?’ five times (example follows). Focused interviews, consulting experts, fish bone analysis, and reviewing evidence-based literature on the topic are additional and powerful means of discovering root causes.

## Analyze

- Process, display, interpret, analyze, verify, and determine root causes

Continued . . .

### Asking 'Why?' Five Times to Determine a Root Cause:



For instance, if a gap is discovered in performance between two population groups, asking why five times may reveal underlying factors having to do with curriculum, supports, student background, teacher training, instructional practices, materials, barriers, and any number of other contributing factors. Focus on identifying the factors most within the Eligible Recipient's ability to influence.

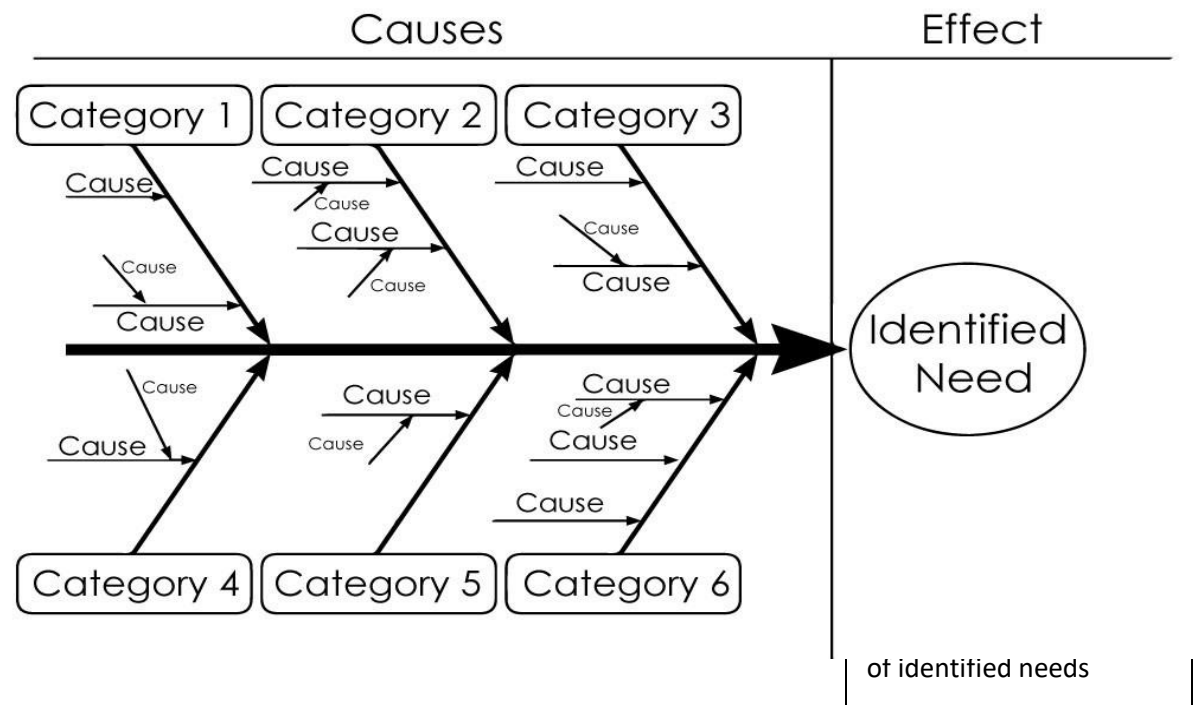
## Analyze

- Process, display, interpret, analyze, verify, and determine root causes

Continued . . .

### Fishbone/Cause-and-Effect/Ishikawa Analysis to Determine Root Cause

The diagram to the right illustrates one method for brainstorming causal factors that contribute to an identified need (such as a performance gap). This method contrasts with the “Five Why” method listed on the previous page in that it recognizes that in many contexts it is best to look at the multiplicity of contributing factors rather than narrowing the focus to a single, primary root cause. The categories in which to brainstorm causes will vary by need context, but examples for non-traditional career preparation can be viewed at [napequity.org/root](http://napequity.org/root)



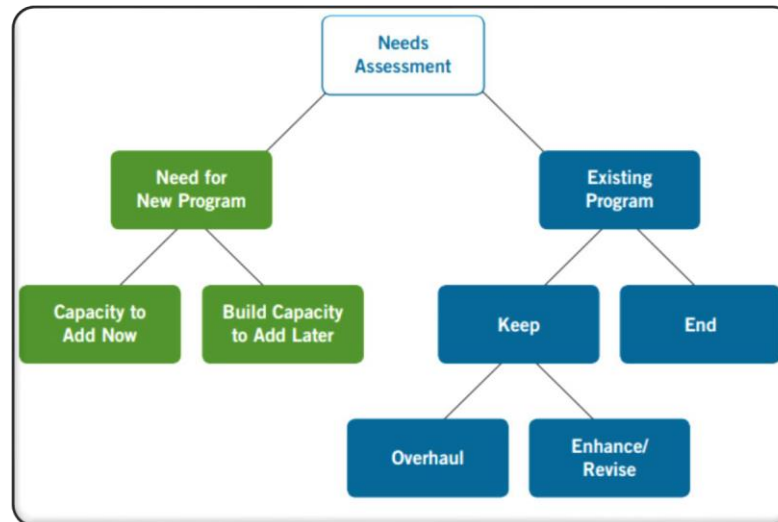
## Prioritize

- Assess the importance and achievability of the needs

### 4. Prioritize

Within each section of this CLNA it will be necessary to prioritize results. Not all needs will be able to be addressed immediately. It is recommended to list all major needs even if a need cannot be addressed in the upcoming Local Application. These needs can be recorded and addressed for a later date, as time or funds become available. For each need, determine:

- **The consequences of not addressing the need** (determine importance)
- **The difficulty of addressing the need** (determine feasibility)
- **The ranking of the needs** using a 1-5 scale (5 being the most important). These priorities should drive planning and budgeting.



*Georgia Alignment Toolkit (page 12)  
Click on flowchart to access the toolkit.*

## Plan

- In the Local Application, create both short and long term plans. Align budgetary expenses to support these plans.

### 5. Plan

The CLNA process drives the Local Application. The results from the CLNA will provide the prompt necessary to consult stakeholders/team members regarding options for addressing the identified needs.

Additional steps to support turning needs into student-focused plans:

- **Research relevant evidence-based practices and the promising practices of other agencies** similar to CTAE. Several have created a list of options that could help meet the identified need. Trusted sources of CTAE research and best practices:

[Advance CTE](#)

[Council of Chief State School Officers \(CCSSO\)](#)

[Perkins Collaborative Resource Network \(PCRN\)](#)

[National Research Center for Career and Technical Education \(NRCCTE\)](#)

[Association for Career & Technical Education \(ACTE\)](#)

[National Alliance for Partnerships in Equity \(NAPE\)](#)

- **Establish both short-term and long-term intervention plans.** The CLNA is for 2 years therefore plan for year 1 and year 2.
- **Establish an evaluation strategy, lead, deadline, and high-level process description for each intervention.**
- **Determine budgetary expenses based on CLNA findings.**

## The Identification of Team Members (Leadership Team)

The comprehensive local needs assessment team consists of individuals who are responsible for working collaboratively throughout the needs assessment process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. A required team member's name may be duplicated when multiple roles are performed by the same person. Documentation of team member involvement must be maintained by the eligible recipient. (N/A may be used if the eligible recipient does not have a required team member employed by their system).

Required Team Member	Name/Title	How can you involve these team members?	Which topics are these team members likely to be the most interested?
Superintendent/Assistant Superintendent			
School Administrator(s)			
CTAE Director			
Title I, Title II, Title III, and Title IV Director(s)			



Required Team Member	Name/Title	How can you involve these team members?	Which topics are these team members likely to be the most interested?
<b>Homeless Liaison, Neglected &amp; Delinquent Coordinator, Foster Care Point of Contact</b>			
<b>Rural Education Initiative Coordinator</b>			
<b>Special Education Director</b>			
<b>School Counselor(s)</b>			
<b>CTAE Teachers</b>			
<b>Specialized Instructional Support Personnel &amp; Paraprofessionals</b>			

Required Team Member	Name/Title	How can you involve these team members?	Which topics are these team members likely to be the most interested?
<b>Work-Based Learning Coordinator(s)</b>			
<b>Other Team Members</b>			

# The Identification of Stakeholders

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Required stakeholders must be engaged in the process to meet the requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the eligible recipient.

Required groups	Specific people/groups	How are you already including these stakeholders?	How else can you involve these stakeholders?	Which topics are these stakeholders likely to be the most interested?
<p><b>Postsecondary Career and Technical Education Faculty and Administrators</b></p>				
<p><b>Business &amp; Industry Representatives</b></p>				
<p><b>Representatives of state or local workforce boards</b></p>				

Required groups	Specific people/groups	How are you already including these stakeholders?	How else can you involve these stakeholders?	Which topics are these stakeholders likely to be the most interested?
CTAE Students				
Representatives of Special Populations				
Representatives of Teacher Prep Programs				
CTAE Parents				

Required groups	Specific people/groups	How are you already including these stakeholders?	How else can you involve these stakeholders?	Which topics are these stakeholders likely to be the most interested?
Other Stakeholders				

## What Does It Mean to Consult? Involve, Inquire, Inform, Inspire

Full-fledged consultation is both a process and disposition. Humility, openness to change and constructive criticism, transparency, respect, and a deep commitment to the best interest of students are fundamental dispositions of effective consultation. Make sure these honest conversations occur to discuss and identify true programmatic gaps. Aim at listening, learning, and finding better ways to help students find career success. An overview of the process is illustrated and described below.

- **Involve** stakeholders as active co-creators of policies and programs.
- **Inquire** for input on CTAE weaknesses, strengths, opportunities, and barriers.
- **Inform** stakeholders on a host of topics throughout the consultation process – the CLNA process, what CTAE is, how they can get involved, and other topics related to CTAE.
- **Inspire** stakeholders on why CTAE is important and serves as a critical means of shaping student’s career trajectories and the labor market.

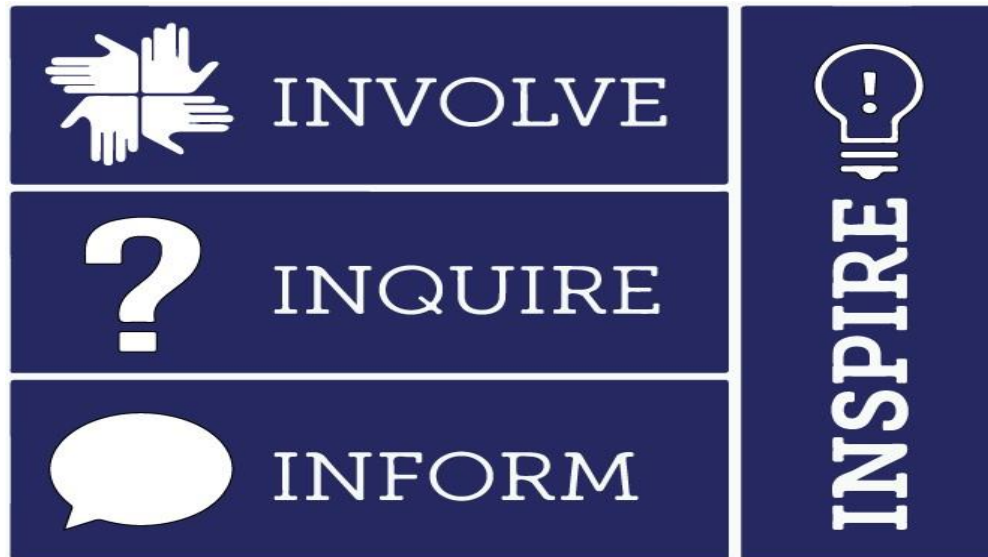


Figure 3 - Model for full-fledged consultation. Read more: <https://www2.ed.gov/about/inits/ed/implementation-support-unit/tech-assist/framework-communications-engagement.pdf>

## Educating while Consulting

In the stakeholder engagement process, there is a high degree of likelihood that you will need to educate some stakeholders on what CTAE has to offer the future workforce. Topics will vary by stakeholder group but it is recommended that you prepare appropriate information ahead of time in anticipation of common misconceptions, knowledge gaps, and information that could spur or support relevant conversation.

[ACTE has a list of basic CTE fact sheets that can be used or modeled](#)

## Strategies for Engagement

Many eligible recipients will be able to integrate the required stakeholder engagement into their existing processes, such as through their local advisory boards. Leveraging existing consultation practices is strongly encouraged. There will likely be the need for additional engagement opportunities and a large variety of engagement means are available. [AdvanceCTE has compiled a list of stakeholder engagement and communication resources](#) (see 'Stakeholder Engagement and Communication' section). Georgia CTAE Directors have been provided [Perkins V Consultation Resources](#) developed by Carl Vinson Institute of Government (CVIIOG). Additionally, the [EPA \(Environmental Protection Agency\) has a helpful list of in-person engagement tools](#).

## Examples of Stakeholder/Team Member Engagement Strategies and Opportunities

- **Events** – professional development, advisory meetings, CTAE showcases, PTO/PTA meetings, CTSO events, etc.
- **Meetings** – roundtable, focus group, work group, listening session, etc.
- **Classrooms** – surveys, discussions, etc.
- **Digital surveys** – social media/blog, website, newsletter/listserv, eblast, etc.
- **Earned media** (i.e., press coverage)
- **Webinars**
- **Direct mail** of paper surveys
- **Personalized emails**
- **Phone calls**

## Strategizing for Regional Stakeholder Engagement

After reviewing the required list of stakeholders, consider which of these individuals/groups could be consulted simultaneously with other eligible recipients in your region. Some categories can have a mixed approach – they can both be consulted locally and be a part of larger regional discussions. An example of this is CTAE students. You will need to consult with them locally, but if you choose to have a region-wide, collaborative meeting, they could be valuable voices to have represented at that meeting. Consult with your regional eligible recipients to consolidate contact in order to avoid fatiguing some of your required stakeholders.

## Example Broad Engagement Style – Strengths, Weaknesses, Opportunities, Barriers

The style of engagement selected will depend on the means, topic, and stakeholder category being engaged. Pointed, narrowly focused prompts are very appropriate for some situations, however, broad strategies should be used in contexts to elicit input on topics that could not be anticipated beforehand. An example of open-ended, comprehensive engagement is “SWOB” analysis, a technique commonly used in business strategic planning. Within CTAE, this technique could be used with participants to brainstorm ‘strengths,’ ‘weaknesses,’ ‘opportunities,’ and ‘barriers’ within locally offered CTAE pathways. As these prompts are discussed, ideas could be captured for later analysis on a whiteboard or easel board. An example of questions supporting these topics is below.

<b>Strengths:</b> What are our CTAE strengths?	<b>Weaknesses:</b> What are our CTAE weaknesses?
<b>Opportunities:</b> How can we innovate and grow?	<b>Barriers:</b> What could keep us from our goals?



## Continued Consultation

Sec. 134(e) mandates that Perkins eligible recipients are to consult with stakeholders in an “ongoing basis” to inform decisions, plans, and budgeting. It is strongly encouraged to integrate into your normal operating procedures the stakeholder consultation and data analysis requirements of this needs assessment. Find as many ways as you can to distribute the load of the needs assessment across personnel and your school year. Below is an example stakeholder/team member engagement scenario that incorporates all the required CLNA components and all required stakeholders/team members. This example is only given as an illustration. Customize your own approach as a leadership team.

Example Stakeholder Engagement Scenario				
Phase	When	Topics	Stakeholders	Engagement Means
<b>Local Program Assessment</b>	Early Fall	<ul style="list-style-type: none"> <li>• Student Performance</li> <li>• Size, Scope, and Quality</li> <li>• Labor Market Alignment</li> </ul>	<ul style="list-style-type: none"> <li>• CTAE faculty and staff</li> <li>• Parents and students</li> <li>• Special populations</li> <li>• Out-of-school, homeless, at-risk</li> <li>• Business/industry</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership work groups</li> <li>• Focus groups</li> </ul>
<b>Regional Summit</b>	Mid Fall	<ul style="list-style-type: none"> <li>• Labor Market Alignment</li> <li>• Programs of Study</li> </ul>	<ul style="list-style-type: none"> <li>• Secondary</li> <li>• Postsecondary</li> <li>• CareerSource, Workforce Development Boards</li> <li>• Business/industry</li> <li>• Out-of-school, homeless, at-risk</li> </ul>	<ul style="list-style-type: none"> <li>• Guided roundtable discussion</li> </ul>
<b>Local Implementation Assessment</b>	Winter	<ul style="list-style-type: none"> <li>• Implementation Progress</li> <li>• Faculty &amp; Staff</li> <li>• Equity &amp; Access</li> </ul>	<ul style="list-style-type: none"> <li>• CTAE faculty and staff</li> <li>• Parents and students</li> <li>• Special populations</li> <li>• Out-of-school, homeless, at-risk</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership teamwork</li> <li>• Focus groups</li> <li>• Survey students</li> <li>• Classroom discussions</li> </ul>

# CLNA Required Components

## Student Core Indicators of Performance

Perkins V Law - Section 134(c)(2)	
What the Law Says	What the Law Means
<p><b>Perkins V Section 134(c)(2)(A)</b></p> <p><i>(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.</i></p>	<p>Eligible recipients must identify deficiencies, gaps, and trends in performance and work towards continuous improvement for all levels and populations.</p>

Data Analysis	
Data Sources and Analyses	What to Look for in the Data
<ul style="list-style-type: none"> <li>• Perkins performance data for multiple years disaggregated by CTAE program, school (if applicable), and population groups including:               <ul style="list-style-type: none"> <li>○ Gender</li> <li>○ Race and Ethnicity</li> <li>○ Migrant Status</li> <li>○ Individuals with disabilities</li> <li>○ Individuals from economically disadvantaged families, including low-income youth and adults</li> <li>○ Individuals preparing for non-traditional fields</li> <li>○ Single parents, including single pregnant</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use the most recent, valid, and reliable data available.</li> <li>• Data in the SLDS (CLIP) to address each Perkins V indicator</li> <li>• Once data and specific trends are identified, you will be in a better position to determine the underlying meaning, implications, and root causes of inequities. Ultimately, you will want to find corresponding practices that can combat the inequities you identify in your CTAE programs.</li> <li>• The National Alliance for Partnerships in Equity (NAPE) has tools that can help: <a href="#">Equity Gap Analysis – Local</a> Gap Analysis which provides more information on conducting an equity gap analysis</li> <li>• <a href="#">Nontraditional Career Preparation: Root Causes and Strategies</a> tool, which summarizes the research into root causes of inequality and the strategies for addressing these root causes, in relation to nontraditional career pathways.</li> </ul>

women

- English learners
- Homeless individuals described in section 725 of the McKinney Vento Homeless Assistance Act (42 U.S.C. 11434a)
- Youth who are in, or have aged out of, the foster care system
- Youth with a parent who- is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code) and is on active duty (as such term is defined in section 101 (d)(1) of such title).
- ❑ Comparison data for 'all' students
- ❑ Strategies utilized to address performance gaps for specific subgroups along with outcomes for the strategies attempted
- ❑ Results from surveys/focus groups with student, parents and/or community representatives of special populations.
- ❑ District Report Cards
- ❑ ESSA Accountability Report

### Indicator 1S1: Four-year Graduation Cohort Rate – FY21 State Target – 90%

Formula For Calculation	Notes
<p><b>Numerator:</b> Number of CTAE concentrators who are cohort members and who earned a regular diploma.</p> <p><b>Denominator:</b> Number of CTAE concentrators who are cohort members.</p> <p><b>Defining Reporting Group:</b> These proposed measures utilize the federally approved four-year adjusted cohort graduation rate as defined in section 8101 of the Elementary and Secondary Education Act of 1965.</p> <p>*Perkins Indicators will only include Perkins funded pathways.</p>	<p><b>CTAE Concentrator:</b> A secondary student who has successfully completed two courses (earned 1 unit of credit in each of the 2 courses) within a state recognized Georgia approved CTAE Pathway*. Student Record data will be utilized. A student can be classified as a CTAE Concentrator at any point during their high school career when they meet the required 2 course completion. Calculation will include current year and 4 prior years.</p> <p><b>CTAE Student Graduation Rate:</b> Student Graduation Rate will be calculated using the same formula used to determine graduation rate for College and Career Ready Performance Index (CCRPI), but only students identified as CTAE concentrators will be included.</p> <p><b>Georgia’s Graduation Rate Calculation:</b> The CCRPI is Georgia’s statewide accountability system, implemented in 2012 to replace the No Child Left Behind (NCLB) Adequate Yearly Progress (AYP) measurement, after the U.S. Department of Education granted Georgia’s waiver from NCLB on Feb. 9, 2012</p>

### Indicator 1S2: Extended Graduation Rate – FY21 State Target – 90%

Formula For Calculation	Notes
<p><b>Numerator:</b> Number of CTAE concentrators who are 5-year extended cohort members and earned a regular secondary school general diploma in the reporting year.</p> <p><b>Denominator:</b> Number of CTAE concentrators who are 5-year extended cohort members.</p> <p><b>Defining Reporting Group:</b> Under the College and Career Ready Performance Index, the state will calculate the graduation rate using the “5-year extended cohort graduation rate” calculation methodology.</p> <p>*Perkins Indicators will only include Perkins funded pathways.</p>	<p><b>CTAE Concentrator:</b> A secondary student who has successfully completed two courses (earned 1 unit of credit in each of the 2 courses) within a state recognized Georgia approved CTAE Pathway*. Student Record data will be utilized. A student can be classified as a CTAE Concentrator at any point during their high school career when they meet the required 2 course completion. Calculation will include current year and 4 prior years.</p> <p><b>CTAE Student Graduation Rate:</b> Student Graduation Rate will be calculated using the same formula used to determine graduation rate for College and Career Ready Performance Index (CCRPI), but only students identified as CTAE concentrators will be included.</p> <p><b>Georgia’s Graduation Rate Calculation:</b> The CCRPI is Georgia’s statewide accountability system, implemented in 2012 to replace the No Child Left Behind (NCLB) Adequate Yearly Progress (AYP) measurement, after the U.S. Department of Education granted Georgia’s waiver from NCLB on Feb. 9, 2012.</p>

### Indicator 2S1: Academic Proficiency – Reading/Language Arts – FY21 State Target – 70%

Formula for Calculation	Notes
<p><b>Numerator:</b> Number of CTAE concentrators who graduate high school with a regular diploma and have met the Proficient or Distinguished level on the American Literature End of Course Test (EOC) OR earned a grade of A, B, or C in AP/IB Am Lit or DE Am. Lit equivalent if course was taken for core credit.</p> <p><b>Denominator:</b> Number of CTAE concentrators who graduate high school with a regular diploma and have taken American Literature End of Course Test (EOC) OR earned a grade of A, B, or C in AP/IB Am Lit or DE Am. Lit equivalent if course was taken for core credit.</p> <p><b>Defining Reporting Group:</b> These proposed measures utilize the federally approved state definition indicating students have met or not met proficiency in the CCRPI assessments</p>	<p><b>CTAE Concentrator:</b> A secondary student who has successfully completed two courses (earned 1 unit of credit in each of the 2 courses) within a state recognized Georgia approved CTAE Pathway*. Student Record data will be utilized. A student can be classified as a CTAE Concentrator at any point during their high school career when they meet the required 2 course completion. Calculation will include current year and 4 prior years.</p> <p><b>End of Course Test Requirements:</b> Data from 5 previous years will be used for these calculations.</p> <p>*Perkins Indicators will only include Perkins funded pathways.</p>

### Indicator 2S2: Academic Proficiency – Mathematics – FY21 State Target – 70%

Formula for Calculation	Notes
<p><b>Numerator:</b> Number of CTAE concentrators who graduate high school with a regular diploma and have met the Proficient or Distinguished level on the Geometry or Analytic Geometry End of Course Test (EOC).</p> <p><b>Denominator:</b> Number of CTAE concentrators who graduate high school with a regular diploma and have taken Geometry or Analytic Geometry End of Course Test (EOC).</p> <p><b>Defining Reporting Group:</b> These proposed measures utilize the federally approved state definition indicating students have met or not met standards in the CCRPI assessments.</p>	<p><b>CTAE Concentrator:</b> A secondary student who has successfully completed two courses (earned 1 unit of credit in each of the 2 courses) within a state recognized Georgia approved CTAE Pathway*. Student Record data will be utilized. A student can be classified as a CTAE Concentrator at any point during their high school career when they meet the required 2 course completion. Calculation will include current year and 4 prior years.</p> <p><b>End of Course Test Requirements:</b> Data from 5 previous years will be used for these calculations.</p> <p>*Perkins Indicators will only include Perkins funded pathways.</p>

**Indicator 2S3: Academic Achievement – Science – FY21 State Target – 70%**

Formula for Calculation	Notes
<p><b>Numerator:</b> Number of CTAE concentrators who graduate high school with a regular diploma and have met the Proficient or Distinguished level on the Biology End of Course Test (EOC).</p> <p><b>Denominator:</b> Number of CTAE concentrators who graduate high school with a regular diploma and have taken Biology End of Course Test (EOC).</p> <p><b>Defining Reporting Group:</b> These proposed measures utilize the federally approved state definition indicating students have met or not met standards in the CCRPI assessments.</p> <p>*Perkins Indicators will only include Perkins funded pathways.</p>	<p><b>CTAE Concentrator:</b> A secondary student who has successfully completed two courses (earned 1 unit of credit in each of the 2 courses) within a state recognized Georgia approved CTAE Pathway*. Student Record data will be utilized. A student can be classified as a CTAE Concentrator at any point during their high school career when they meet the required 2 course completion. Calculation will include current year and 4 prior years.</p> <p><b>End of Course Test Requirements:</b> Data from 5 previous years will be used for these calculations.</p>

**Indicator 3S1: Post-Program Placement – FY21 State Target – 95%**

Formula for Calculation	Notes
<p><b>Numerator:</b> The most current number of CTAE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under Title I of the National and Community Service Act of 1990, are volunteers as described in section 5(a) of the Peace Corps Act, or are employed</p> <p><b>Denominator:</b> The number of CTAE Concentrators who exit secondary education during the previous reporting year.</p> <p>*Perkins Indicators will only include Perkins funded pathways.</p>	<p><b>CTAE Concentrator:</b> A secondary student who has successfully completed two courses (earned 1 unit of credit in each of the 2 courses) within a state recognized Georgia approved CTAE Pathway*. Student Record data will be utilized. A student can be classified as a CTAE Concentrator at any point during their high school career when they meet the required 2 course completion. Calculation will include current year and 4 prior years.</p> <p><b>Placement:</b> This will be CTAE concentrators receiving regular secondary school diplomas that are placed in postsecondary education, advanced training, or entered the military or employment.</p> <p><b>Postsecondary Education:</b> For post-secondary education placement, Georgia will be using Technical College System of Georgia (TCSG) data and Board of Regents.</p> <p><b>Military:</b> Military data are used when available.</p> <p><b>Service Programs:</b> Service Program data are used when available.</p> <p><b>Peace Corps:</b> Peace Corps data are used when available.</p> <p><b>Employment:</b> Georgia Department of Labor data are used when available.</p> <p>*this indicator will be lagging data</p>

**Indicator 4S1: Nontraditional Completion – FY21 State Target 6%**

Formula for Calculation	Notes														
<p><b>Numerator:</b> Number of CTAE concentrators from under-represented gender groups who completed identified programs that lead to employment in nontraditional fields in the reporting year</p> <p><b>Denominator:</b> Number of CTAE concentrators who completed identified programs that lead to employment in nontraditional fields in the reporting year.</p> <table border="1" data-bbox="128 544 793 1063"> <thead> <tr> <th colspan="2" data-bbox="128 544 793 673"><b>Identified CTAE Nontraditional Programs (According to USDOE Cluster Titles)</b></th> </tr> <tr> <th data-bbox="128 673 522 738">Nontraditional Programs</th> <th data-bbox="522 673 793 738">Under-represented Gender</th> </tr> </thead> <tbody> <tr> <td data-bbox="128 738 522 812">Architecture &amp; Construction</td> <td data-bbox="522 738 793 812">Female</td> </tr> <tr> <td data-bbox="128 812 522 876">Transportation, Distribution &amp; Logistics</td> <td data-bbox="522 812 793 876">Female</td> </tr> <tr> <td data-bbox="128 876 522 950">Science, Technology, Engineering &amp; Math</td> <td data-bbox="522 876 793 950">Female</td> </tr> <tr> <td data-bbox="128 950 522 1006">Education &amp; Training</td> <td data-bbox="522 950 793 1006">Male</td> </tr> <tr> <td data-bbox="128 1006 522 1063">Health Science</td> <td data-bbox="522 1006 793 1063">Male</td> </tr> </tbody> </table>	<b>Identified CTAE Nontraditional Programs (According to USDOE Cluster Titles)</b>		Nontraditional Programs	Under-represented Gender	Architecture & Construction	Female	Transportation, Distribution & Logistics	Female	Science, Technology, Engineering & Math	Female	Education & Training	Male	Health Science	Male	<p><b>CTAE Concentrator:</b> A secondary student who has successfully completed two courses (earned 1 unit of credit in each of the 2 courses) within a state recognized Georgia approved CTAE Pathway*. Student Record data will be utilized. A student can be classified as a CTAE Concentrator at any point during their high school career when they meet the required 2 course completion. Calculation will include current year and 4 prior years.</p> <p><b>Defining Nontraditional Completion:</b> This measure used the number of CTAE concentrators who completed, or will complete in the reporting year, the three required courses for an identified program (see table) in the reporting year that lead to employment in a nontraditional field as defined by USDOE.</p> <p>*Perkins Indicators will only include Perkins funded pathways.</p>
<b>Identified CTAE Nontraditional Programs (According to USDOE Cluster Titles)</b>															
Nontraditional Programs	Under-represented Gender														
Architecture & Construction	Female														
Transportation, Distribution & Logistics	Female														
Science, Technology, Engineering & Math	Female														
Education & Training	Male														
Health Science	Male														



**Indicator 5S3: Participated in Work-Based Learning – FY21 State Target – 30%**

Formula for Calculation	Notes
<p><b>Numerator:</b> In the reporting year, the number of CTAE concentrators who graduate high school with a regular diploma and earned at least 1 credit in Work-Based Learning aligned with the student’s CTAE pathway</p> <p><b>Denominator:</b> Number of CTAE concentrators who graduated from high school with a regular diploma in the reporting year.</p> <p>*Perkins Indicators will only include Perkins funded pathways.</p>	<p><b>CTAE Concentrator:</b> A secondary student who has successfully completed two courses (earned 1 unit of credit in each of the 2 courses) within a state recognized Georgia approved CTAE Pathway*. Student Record data will be utilized. A student can be classified as a CTAE Concentrator at any point during their high school career when they meet the required 2 course completion. Calculation will include current year and 4 prior years.</p> <p><b>Work-Based Learning:</b> A sustained interaction with industry or community professionals in a real workplace setting, to the extent practicable, or simulated environment at an education institution that fosters in-depth, first-hand engagement with the tasks required of a given career field and is aligned to curriculum and instruction. A qualified work-based learning program is one that follows the State Board Rule 160-4-3-.14. Calculation will include current year and 4 prior years.</p>

**Indicator 5S4: CTAE Pathway Completion – FY21 State Target – 35%**

Formula for Calculation	Notes
<p><b>Numerator:</b> The number of students who have completed a CTAE pathway funded by Perkins or earned a TCC at any time in their high school career and who then graduate with a regular diploma in the reporting year.</p> <p><b>Denominator:</b> Number of students who graduate with a regular diploma in the reporting year.</p> <p>*Perkins Indicators will only include Perkins funded pathways.</p>	<p><b>CTAE Concentrator:</b> A secondary student who has successfully completed two courses (earned 1 unit of credit in each of the 2 courses) within a state recognized Georgia approved CTAE Pathway*. Student Record data will be utilized. A student can be classified as a CTAE Concentrator at any point during their high school career when they meet the required 2 course completion. Calculation will include current year and 4 prior years.</p> <p><b>Technical College Certificate:</b> A certificate awarded through the Technical College System of Georgia upon completion of an approved CTAE program.</p>

### Indicator 5S5: Credentials of Value – FY21 State Target – 50%

Formula for Calculation	Notes
<p><b>Numerator:</b> The number of students who graduate with a regular diploma having completed an Industry/GaDOE approved CTAE pathway or a Technical College Certificate (TCC) and obtained a Credential of Value related to the completed pathway or completed TCC.</p> <p><b>Denominator:</b> The number of students who graduate with a regular diploma having completed an Industry/ GaDOE approved CTAE pathway or earned a Technical College Certificate (TCC).</p> <p><b>Reporting Group:</b> Pathway completers who took Credentials of Value assessment or completed a TCC anytime during secondary education years, as reported through Student Record.</p> <p>*Perkins Indicators will only include Perkins funded pathways.</p> <p>**For FY21, all EOPAs and TCCs will be included in this indicator. For subsequent years, an approved list of assessments and TCCs will be submitted for this indicator.</p>	<p><b>CTAE Concentrator:</b> A secondary student who has successfully completed two courses (earned 1 unit of credit in each of the 2 courses) within a state recognized Georgia approved CTAE Pathway*. Student Record data will be utilized. A student can be classified as a CTAE Concentrator at any point during their high school career when they meet the required 2 course completion. Calculation will include current year and 4 prior years.</p> <p><b>Student Data Source:</b> State approved list of Credentials of Value reported through Student Record.</p> <p><b>Credentials of Value:</b> Credentials of Value** are the culminating skill and knowledge assessments for a CTAE pathway or TCC Coursework. Credentials of Value demonstrate that the student has achieved the required level of knowledge and skill needed for entry level employment or seamless transition to the next post-secondary level.</p> <p><b>Technical College Certificate:</b> A certificate awarded through the Technical College System of Georgia upon completion of an approved CTAE program and vetted by business &amp; industry through a strategic process.</p>

# Student Core Indicators of Performance:

FY18 Data

FY19 Data — Available Jan/Feb 2020. GaDOE CTAE team will provide directions when CLNA is in the CLIP.

<b>1 = Not Met (&lt; 90% of SDLP/Goal)    2 = Met (= 90% and up to SDLP/Goal)</b> <b>3 = Exceeded (&gt; SDLP/Goal)</b>	2017-2018	2018-2019
a) <b>Graduation Rate (1S1):</b> Student performance met or exceeded the <b>state-determined level of performance.</b>		
b) <b>Extended Graduation Rate (1S2):</b> Student performance met or exceeded the <b>state-determined performance level.</b>		
c) <b>Academic Proficiency - Reading/Language Arts (2S1):</b> Student performance met or exceeded the <b>state-determined level of performance.</b>		
d) <b>Academic Proficiency - Mathematics (2S2):</b> Student performance met or exceeded the <b>state-determined level of performance.</b>		
e) <b>Academic Proficiency - Science (2S3):</b> Student performance met or exceeded the <b>state-determined performance level.</b>		
f) <b>Postsecondary Placement (3S1):</b> Student performance met or exceeded the <b>state-determined level of performance.</b>		
g) <b>Non-Traditional Program Enrollment (4S1):</b> Student performance met or exceeded the <b>state-determined level of performance.</b>		
h) <b>Program Quality – Participation in Work-Based Learning (5S3):</b> Student performance met or exceeded the <b>state-determined level of performance.</b>		
i) <b>Program Quality – CTAE Pathway Completion (5S4):</b> Student performance met or exceeded the <b>state-determined level of performance.</b>		
j) <b>Program Quality - Credentials of Value (5S5):</b> Student performance met or exceeded the <b>state-determined level of performance.</b>		

Student Core Indicators of Performance:

Evaluating CTAE concentrators' performance on the core indicators of performance.

<b>Exemplary</b>	All Core Indicators of Performance were met	
<b>Operational</b>	Seven or more Core Indicators of Performance were met	
<b>Emerging</b>	Four to six Core Performance Indicators were met	
<b>Not Evident</b>	Three or less Core Performance Indicators were met	

<b>Stakeholder/Team Member Engagement</b>	
<b>Stakeholders/Team Members</b>	<b>Engagement Strategies</b>
	<ul style="list-style-type: none"> <li>• Work group to examine data including educators, school counselors, and representatives of special populations</li> <li>• Assemble educator groups by CTAE career area to examine data</li> </ul>
<b>Questions to Ask</b>	
<p><b>CLNA Essential Questions</b></p> <ol style="list-style-type: none"> <li>1. What does the data say about student achievement? Sub-groups? Special populations?</li> <li>2. Where do the biggest gaps in performance exist between groups of learners for each core indicator?</li> </ol>	

PROCESS Reporting for Data Analysis for Student Core Indicator Performance	
List all data sources used. (Add rows by placing cursor in the bottom right cell and pressing 'Tab.')	Describe how each data source was analyzed. Provide enough detail that your notes can be used to replicate your process during future CLNAs. <b>All documentation must be kept locally and available for MRA Review.</b>

PROCESS Reporting Stakeholder Engagement Student Core Indicator Performance	
List all stakeholders/Team Members and the categories engaged on (Add rows by placing cursor in the bottom right cell and pressing 'Tab.')	Describe the method of how each stakeholder/Team Member was engaged. Provide enough detail that your notes can be used to replicate your process during future CLNAs. <b>All documentation must be kept locally and available for MRA Review.</b>

Results for Planning and Budgeting					
Results Code (Add rows as necessary by placing your cursor in the bottom right cell and pressing 'Tab.')	Need	Root Cause (See Process Overview section for techniques.)	Consequences of Not Addressing	Difficulty to Correct (High, Medium, Low)	Priority (1-5)

# Labor Market Alignment

Perkins V Law - Section 134(c)(2)	
What the Law Says	What the Law Means
<p><b>Perkins V Section 134(c)(2)(B)(ii)</b></p> <p><i>(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.</i></p>	<p>Eligible recipients must describe and provide documentation of the labor market alignment for their CTAE pathways, which shall substantiate the funds being spent “to develop, coordinate, implement, or improve” programs.</p>

As a state we want to invest time, funding, and resources into quality CTAE pathways that are the most likely to lead to sustainable careers for our students. When we look at labor market information, such as employment projections and emerging occupations, we can evaluate which CTAE program areas in our state and in your local region are projected to have the most career opportunities for your students. These are the areas that you may want to invest in for pathway development following guidance on Labor Market Alignment. The following guidance on Labor Market Alignment is split into two sections – the first focuses on determining labor marketing alignment and the second focuses on documenting the labor market alignment. Read both sections prior to starting your analysis to effectively plan your approach.

## Part 1: Determine Labor Market Demand

### Data Analysis

#### Data Sources and Analyses

Select from the following options or add your own to complete a list of pathways organized by primary occupation.

- [GA Career Pipeline](#)
- Input from local business and industry representatives, with reference to opportunities for special populations
- Trend data on student enrollment by pathway
- [Georgia Labor Market Explorer \(GaDOL\)](#)
- [OnTheMap \(U.S. Census\)](#)
- [QWI Explorer \(U.S. Census\)](#)
- [QCEW \(U.S. Bureau of Labor Statistics\)](#)
- [American Community Survey \(U.S. Census\)](#)
- [O\\*Net Online](#)
- [Georgia Governor's Office of Student Achievement \(GOSA\)](#)
- [CareerOutlook.US](#)
- [DataUSA.io](#)
- YouScience current aptitudes and interests

#### What to Look for in the Data

##### Programs to Open

Identify occupations that are in-demand, high-wage, and high-skilled (definitions page 47) in your region that you currently do not offer a pathway to grow their workforce. Filter your labor market data, such as the Region/State Demand Occupation List to show only those designated as HSHW (high-skill, high-wage) and then sort the percent growth or annual openings columns. Create a list of high-wage, in-demand, and high-skilled occupations that you currently do not have a matching pathway. Tutorials for Excel: [Filtering](#), [Sorting](#).

Bear in mind that labor market data sources will often underrepresent occupations not well surveyed in their information gathering process. Examples include agriculture, self-employment, and emerging occupations. Information on these occupations will need to be gathered through additional means – often through engagement with business and industry representatives.

##### Pathways to Potentially Close

Identify occupations that you offer pathways for but that should potentially be closed because they have:

- Low wages or limited advancement for opportunities
- Low or negative openings
- Low or negative growth, or
- Low or negative growth projections

##### Pathways Requiring Additional Resources

Compare program enrollment to regional/State occupation openings, growth, or projections. Identify programs that appear to be under or over enrolled. This type of analysis can also be completed at the Career Cluster or Career Cluster Pathway level using occupation and program crosswalks, such as those offered by [AdvanceCTE](#).

## Part 2: Document Labor Market Alignment of Pathways

### Steps:

1. Generate a list of current CTAE pathways offered locally. This list should include all CTAE pathways and not just those that meet Size, Scope, and Quality criteria.
2. Are your current pathways aligned to post-secondary and the workforce?  
<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Documents/Perkins-V-Academy-Alignment-Toolkit.pdf>
3. What are the largest industries in my region? (QWI or DOL Regional Profile)
4. What are the fastest growing jobs in my region? (DOL-Projected)
5. What are the highest paying jobs in my region? (QCEW)
6. Where are people in my region commuting to and from for work? (On the Map)
7. What are the current training and education levels of my community's workforce? (ACS/Census)
8. Where do the students from our high school(s) go after graduation? (GOSA-High School Outcomes)

### Data Analysis

#### Data Sources and Analyses

Select from the following options or add your own.

#### Unmet Labor Market Demand

- Lists of high-wage, in-demand, high-skill occupations identified during the Labor Market Alignment process of this document and that you do not currently offer aligned programs.
- Trend data on student participation

#### What to Look for in the Data

#### Unmet Labor Market Demand

After having completed the Labor Market Alignment section of this document, match pathways that are preparing students for high-wage, in-demand, or high-skill occupations identified as needed but not currently offered.



Stakeholder/ Team Member Engagement	
Stakeholders/Team Members	Engagement Strategies
•	<ul style="list-style-type: none"> <li>• Work group to examine data including educators, school counselors, business and community leaders.</li> <li>• Focus group, interviews, study circle with:               <ul style="list-style-type: none"> <li>○ Students and former students</li> <li>○ Representatives of special populations</li> <li>○ Business, industry and community partners</li> </ul> </li> </ul>
Questions to Ask	
<b>CLNA Essential Questions</b> <ol style="list-style-type: none"> <li>1. What industries are projected to grow the most in Georgia, your region, or local area in the short, medium, and long terms? Which of these occupations meet a state-determined definition of high-skill, high-wage, and/or in-demand?</li> <li>2. List your current CTAE pathways by cluster. Which of your CTAE pathway offerings expose learners to <b>all</b> the high-skill, high-wage and in-demand industry sectors or occupations in your region? Where are there gaps?</li> <li>3. Which pathways have insufficient or non-existent employer engagement?</li> <li>4. What is the involvement of secondary partners, postsecondary partners and employer/industry partners in the development, implementation and/or phasing out/closure of CTAE pathways?</li> <li>5. What percentage of your students are participating in meaningful work-based learning experiences? How does this vary across pathways or Career Clusters? Across student groups?</li> <li>6. Are there immediate employer needs in the community that you can help meet? If yes, what are those needs? What about longer term needs toward which you can start building a pipeline?</li> </ol>	

### Labor Market Alignment:

### Determining Labor Market Demand

<b>Exemplary</b>	All current Career Pathway Programs of Study align to current industry demand and needs.	
<b>Operational</b>	Half (50%) of current Career Pathway Programs of Study align to current industry demand and needs. Projected industry growth has been analyzed and processes are in place to phase in new Career Pathway Programs of Study and phase out those that do not align to industry demand.	
<b>Emerging</b>	One/Fourth 25% of current Career Pathway Programs of Study align to current industry demand and needs. Industry stakeholders have identified skills that are lacking, and programs/activities have been implemented to address the deficiencies identified.	
<b>Not Evident</b>	No evidence of an alignment.	

**PROCESS Reporting for Data Analysis for Labor Market Alignment**

**List all data sources used.** (Add rows by placing cursor in the bottom right cell and pressing 'Tab.')

**Describe how each data source was analyzed.** Provide enough detail that your notes can be used to replicate your process during future CLNAs. **All documentation must be kept locally and available for MRA Review.**

PROCESS Reporting Stakeholder/Team Member Engagement Labor Market Alignment	
<p><b>List all stakeholder/Team Member categories engaged on Labor Market Alignment.</b> (Add rows by placing cursor in the bottom right cell and pressing 'Tab.')</p>	<p><b>Describe the method of how each stakeholder/Team Member was engaged.</b> Provide enough detail that your notes can be used to replicate your process during future CLNAs. <b>All documentation must be kept locally and available for MRA Review.</b></p>

Prioritization of Results for Planning and Budgeting			
<p><b>Results Code</b> (Add rows by placing cursor in the bottom right cell and pressing 'Tab.')</p>	<p><b>Pathway</b></p>	<p><b>Pathway Code</b></p>	<p><b>Means of Alignment</b> Specifically, list:  <b>All documentation must be kept locally and available for MRA Review.</b></p>

# Size, Scope and Quality

Perkins V Law - Section 134(c)(2)	
What the Law Says	What the Law Means
<p><b>Perkins V Section 134(c)(2)(B)(i)</b>  <i>(B) A description of how career and technical education programs offered by the eligible recipient are—</i>  <i>(i) sufficient in size, scope and quality to meet the needs of all students served by the eligible recipient; and...</i></p>	<p>Eligible recipients must measure their pathways against the State definitions of size, scope, and quality to determine if they are able to use funds on them. Perkins V excludes the use of funds to “develop, coordinate, implement, or improve” (Sec. 135(a)) CTAE that is not of “sufficient size, scope, and quality to be effective.” (Sec. 135(b)) The use of “develop” and “implement” in Sec. 135(a) indicates that funds may be used on programs that in the coming year will be of sufficient Size, Scope and Quality but may not be at the time of completing the Comprehensive Local Needs Assessment. This interpretation avoids supplanting violations excluded in Sec. 211(a).</p>

Here the law requires you to assess whether you are offering a sufficient number of courses and pathways to meet the needs of your student population; whether those pathways are sufficiently broad as well as vertically aligned and linked to the next level of education; and how the quality of pathway delivery serves to develop student knowledge and skills and prepare them for success.

### Perkins V SIZE CTAE Definition

The eligible recipient must annually address the enrollment size and classroom/lab space of CTAE programs by:

- Offering two complete CTAE pathways in at least two different career clusters as defined by Georgia Code Title 20. Education § 20-2-159.1 and based on grades 9-12 student enrollment.

<b>9-12 Enrollment</b>	<b>Minimum Number of CTAE Pathways *</b>
25-750 students	2 CTAE Pathways in Different Career Clusters
751-2,000 students	4 CTAE Pathways in Different Career Clusters
2,001-10,000 students	6 CTAE Pathways in Different Career Clusters
10,001+ students	8 CTAE Pathways in Different Career Clusters

\* Each pathway shall represent a different career cluster. Pathways above the minimum may be within the same cluster area.

<b>Career Clusters</b>	
Agriculture, Food, and Natural Resources	Hospitality and Tourism
Architect and Construction	Human Services
Arts, AV/Technology, and Communications	Information Technology
Business, Management, and Administration	Law, Public Safety, Corrections, and Security
Education and Training	Manufacturing
Energy	Marketing
Finance	Science, Technology, Engineering, and Mathematics
Government and Public Administration	Transportation, Distribution, and Logistics
Health Science	

- Providing appropriate CTAE classroom/lab space that meets GaDOE Facilities Guidelines and industry certification requirements.
- Maintaining student teacher ratios appropriate for equipment provided, classroom space and lab space to ensure health and safety for CTAE students in grades 5-12.

## **Perkins V SCOPE CTAE Definition**

The eligible recipient must:

- Designate a School System Employee as a CTAE Director as defined in State Board Rule 160-5-122 and identified in the System Organizational Chart.
- Conduct a biennial Comprehensive Local Needs Assessment (CLNA) with specified stakeholders.
- Offer state approved and age-appropriate classroom and laboratory experiences, employability skills, work-based learning opportunities and CTSO leadership experiences to all students in grades 5-12.
- Provide career advisement and guidance to all students in grades 5-12 linking students' secondary graduation to the workforce, military, registered apprenticeship, or any postsecondary education option as defined by Building Resourceful Individuals to Develop Georgia's Economy (BRIDGE) Law of 2010.

Eligible Recipient CTAE quality programs must:

- Provide Work-Based Learning (WBL) opportunities according to state course standards.
- Hold at least two Advisory Committee meetings annually for each CTAE pathway/program/cluster.
- Align secondary and postsecondary career paths (e.g., articulation agreements, dual credit MOUs).
- Hold at least two (2) CLNA stakeholder meetings annually and offer quality CTAE state-approved programs according to the results of the CLNA.
- Offer industry Credentials of Value as recognized by GaDOE.
- Provide equity and access to all students including special populations as defined in Perkins V.

## **Perkins V QUALITY CTAE Definition**

Perkins funded CTAE programs must meet the following quality criteria:

- Implement a continuous program improvement process through the CLNA, including Perkins State-Determined Performance Levels (10 core indicators).
- Include local employers as the majority of Advisory Committee members.
- Employ instructors who meet the requirements as specified by the eligible recipient of Perkins V funding.
- Provide and maintain equipment that meets industry standards, safety regulations and is updated regularly.
- Develop a plan to meet industry certification standards as recognized by GaDOE.
- Comply with Office of Civil Rights Methods of Administration (MOA) procedures and regulations, and CTAE Monitoring and Risk Assessment Reviews.
- Offer CTAE programs that lead to at least one of the following:
  - 1) **a high-skill occupation**
  - 2) **a high-wage occupation**
  - 3) **an in-demand occupation**

Note: Georgia definitions:

- **High skill occupation** - occupations that require an industry-recognized certificate, credential, postsecondary training, apprenticeship, or degree.
- **High wage occupation** - an average hourly rate equal to or greater than the average hourly rate of all occupations as reported by the Georgia Department of Labor.
- **In-demand occupation** - an industry sector that has a substantial current or potential impact (including through jobs that lead to economic self-sufficiency and opportunities for advancement) on the state, regional, or local economy, as appropriate, and that contributes to the growth or stability of other supporting businesses, or the growth of other industry sectors.

Size, Scope and Quality:

Ensuring complete CTAE pathways offered are sufficient in size, scope, and quality to meet the needs of all students served.

<b>Exemplary</b>	Eligible recipient exceeds the required number of complete CTAE pathways and career clusters (2 – 8) as defined by Georgia Code Title 20. Education §20-2-159.1 and based on grades 9-12 student enrollment. All complete CTAE pathways offered by the eligible recipient must have all of the following characteristics: high-skill, high-wage or local in-demand occupation.	
<b>Operational</b>	Eligible recipient meets the required number of complete CTAE pathways and career clusters (2 – 8) as defined by Georgia Code Title 20. Education §20-2-159.1 and based on grades 9 – 12 student enrollment. Each complete CTAE pathway offered by the eligible recipient must have at least one of the following characteristics: high-skill, high-wage or local in-demand occupation.	
<b>Emerging</b>	Eligible Recipient has at least one required complete CTAE pathway and career cluster (2 – 8) as defined by Georgia Code Title 20. Education §20-2-159.1 and based on grades 9 – 12 student enrollment. The one complete CTAE pathway offered by the eligible recipient must have one of the following characteristics: High-skill, high-wage or local in-demand occupation.	
<b>Not Evident</b>	Eligible Recipient has no evidence of a complete CTAE pathway and career cluster.	



Stakeholder/Team Member Engagement	
Stakeholders/Team Members	Engagement Strategies
	<ul style="list-style-type: none"> <li>• Work group to examine data including educators, school counselors, representatives of special populations, and employers.</li> <li>• Face to face group of educators to examine data</li> <li>• Focus group, interview or survey of:               <ul style="list-style-type: none"> <li>○ parents and students,</li> <li>○ employers,</li> <li>○ guidance staff</li> </ul> </li> </ul>
<b>Questions to Ask:</b>	
<p><b>CLNA Essential Questions</b></p> <ol style="list-style-type: none"> <li>1. How many CTAE pathways are offered in your system? How many Career Clusters? How do these numbers align with the state-required number of CTAE Pathways?</li> <li>2. What percentage of pathway completers are earning recognized credentials of value? Which credentials? How does credential attainment vary across pathways? Across student groups?</li> <li>3. Describe your maintenance and upgrade process that ensures your facilities and equipment are adequate given your pathway offerings, student enrollment and labor market needs?</li> <li>4. What percentage of learners have opportunities to participate in career technical student organizations (CTSOs)? How integrated are CTSOs with the pathway curriculum? How does this vary across pathways? Across student groups?</li> </ol> <p><b>Deep-Dive Question:</b></p> <ol style="list-style-type: none"> <li>1. How do the CTAE programs in your district compare to <a href="#">ACTE's Quality CTE Program of Study Self-Evaluation</a>?</li> </ol>	

<b>PROCESS Reporting for Data Analysis for Size, Scope and Quality</b>	
<b>List all data sources used.</b> (Add rows by placing cursor in the bottom right cell and pressing 'Tab.')	<b>Describe how each data source was analyzed.</b> Provide enough detail that your notes can be used to replicate your process during future CLNAs. <b>All documentation must be kept locally and available for MRA Review.</b>

<b>PROCESS Reporting Stakeholder/Team Member Engagement Size, Scope and Quality</b>	
<b>List all stakeholder categories engaged on Size, Scope, and Quality.</b> (Add rows by placing cursor in the bottom right cell and pressing 'Tab.')	<b>Describe the method of how each stakeholder category was engaged.</b> Provide enough detail that your notes can be used to replicate your process during future CLNAs. <b>All documentation must be kept locally and available for MRA Review.</b>

<b>RESULTS for Planning and Budgeting for Size, Scope and Quality of Pathways</b>	
<b>Results Code</b> (Add rows by placing cursor in the bottom right cell and pressing 'Tab.')	<b>Names of Pathways that Meet All Size, Scope and Quality Criteria</b>

<b>RESULTS for Planning and Budgeting for Size, Scope and Quality</b>	
<b>Results Code</b> (Add rows by placing cursor in the bottom right cell and pressing 'Tab.')	<b>What elements of Size, Scope and Quality are not met by eligible recipient?</b>

# Career Pathway Programs of Study Implementation

Perkins V Law - Section 134(c)(2)	
What the Law Says	What the Law Means
<p><b>Perkins V Section 134(c)(2)(C)</b></p> <p><i>(C) An evaluation of progress toward the implementation of career and technical education programs and programs of study.</i></p>	<p>Eligible recipients must identify programs of study that are at various intermediate stages of implementation and integration into full Programs of Study with Career Pathways. This includes identifying:</p> <ul style="list-style-type: none"> <li>• Programs of study that have yet to be implemented that will meet labor market demand.</li> <li>• Programs of study that have yet to be implemented but that, if implemented, could create full Programs of Study have regional partner eligible recipients that offer programs that could be coupled to create Programs of Study.</li> <li>• Programs of study that have been implemented but do not currently meet all Size, Scope and Quality criteria</li> </ul>

## Implementation Progress

### Data Analysis

#### Data Sources and Analyses

Select from the following options or add your own.

[GaDOE CTAE Programs of Study](#)

[Industry Certification Requirements](#)

#### Unmet Labor Market Demand

- ☐ Lists of high-wage, in-demand, high-skill occupations identified during the Labor Market Alignment process of this document and that you do not currently offer aligned programs for
- ☐ Trend data on student participation

#### Incomplete Programs of Study

- ☐ Lists of pathways/programs offered by your regional secondary or postsecondary partner, eligible recipients and enrollment for each of those programs
- ☐ Credit transfer agreements for the postsecondary program
- ☐ Student retention and transfer trend data
- ☐ Identify trends in data on dual, articulation and concurrent enrollment in CTAE pathway/programs
- ☐ Definitions used for alignment, articulation, dual enrollment, academic and technical standards
- ☐ Georgia's elements of a Program of Study
- ☐ Advisory committee notes/minutes

#### Partially Implemented Programs

- ☐ Programs identified during the Size, Scope and Quality section of this document that do not meet all of the required criteria
- ☐ Documentation of course sequences and aligned curriculum for each CTAE pathway/program
- ☐ Data on credential attainment by type

#### What to Look for in the Data

##### Unmet Labor Market Demand

After having completed the Labor Market Alignment section of this document, match programs that are preparatory to the high-wage, in-demand, or high-skill occupations identified as needed but not currently offered.

##### Incomplete Programs of Study

- Identify pathways that you could begin to offer that could pair with programs offered by your regional secondary or postsecondary eligible recipient partners and that would create complete Programs of Study
- Identify elements of Programs of Study that could be implemented to create full Programs of Study. Georgia's Programs of Study are comprised of secondary and postsecondary pathways/programs that:
  - Meet the requirements of the relevant CTAE Curriculum Frameworks
  - Meet all of the Georgia Department of Education's Size, Scope and Quality criteria
  - Are seamlessly aligned through coordinated, nonduplicative sequences of academic and technical content that progress in specificity
  - Offer at least one opportunity within the program of study for accelerated credit through:
    - Dual enrollment
    - Local or statewide articulation agreement
  - Are coordinated by an advisory council that includes, at a minimum, representatives from secondary, postsecondary, and business and industry
  - Optionally, allow middle school students to take high-school level CTAE introductory courses early

##### Partially Implemented Programs

By pathway, identify areas of potential growth where aspects of Georgia's Size, Scope and Quality could be implemented.

## Career Pathway Programs of Study Implementation:

### Implementing the full scope of Program of Study

<b>Exemplary</b>	<p>All of the CTAE Pathways have implemented the full scope of Program of Study which:</p> <ul style="list-style-type: none"> <li>• incorporates challenging state academic standards</li> <li>• addresses both academic and technical knowledge and skills, including employability skills</li> <li>• aligns with the needs of industries in the economy of the State, region, or local area</li> <li>• progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction)</li> <li>• has multiple entry and exit points that incorporate credentialing</li> <li>• culminates in the attainment of a recognized postsecondary credential</li> </ul>	
<b>Operational</b>	<p>Half (50%) of the CTAE Pathways have implemented the full scope of Program of Study which:</p> <ul style="list-style-type: none"> <li>• incorporates challenging state academic standards</li> <li>• addresses both academic and technical knowledge and skills, including employability skills</li> <li>• aligns with the needs of industries in the economy of the State, region, or local area</li> <li>• progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction)</li> <li>• has multiple entry and exit points that incorporate credentialing</li> <li>• culminates in the attainment of a recognized postsecondary credential</li> </ul>	
<b>Emerging</b>	<p>One/Fourth (25%) of the CTAE Pathways have implemented the full scope of Program of Study which:</p> <ul style="list-style-type: none"> <li>• incorporates challenging state academic standards</li> <li>• addresses both academic and technical knowledge and skills, including employability skills</li> <li>• aligns with the needs of industries in the economy of the State, region, or local area</li> <li>• progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction)</li> <li>• has multiple entry and exit points that incorporate credentialing</li> <li>• culminates in the attainment of a recognized postsecondary credential</li> </ul>	
<b>Not Evident</b>	No evidence of a pathway with the full scope of program of study.	

<b>Stakeholder/ Team Member Engagement</b>	
<b>Stakeholders/Team Members</b>	<b>Engagement Strategies</b>
	<ul style="list-style-type: none"> <li>• Work group to examine data including educators, school counselors, business and community leaders</li> <li>• Focus group, interviews, study circle with:               <ul style="list-style-type: none"> <li>○ Students and former students</li> <li>○ Representatives of special populations</li> <li>○ Business, industry and community partners</li> </ul> </li> </ul>
<b>Questions to Ask</b>	
<b>CLNA Essential Questions</b>	
<ol style="list-style-type: none"> <li>1. How many of your programs of study have multiple entry and exit points? How does this vary across programs? Which stackable credentials are provided and in which programs?</li> <li>2. Which pathways do you offer that incorporate relevant academic, technical and employability skills at every learner level? Do you currently offer an employability skills program for your CTAE students? If yes, which program and how is business and industry involved.</li> <li>3. What process is in place to ensure secondary and postsecondary alignment provides students a seamless transition? What process is in place to ensure secondary and postsecondary course duplication does not occur?</li> </ol>	

PROCESS Reporting for Data Analysis for Career Pathway Programs of Study Implementation	
<b>List all data sources used.</b> (Add rows by placing cursor in the bottom right cell and pressing 'Tab.')	<b>Describe how each data source was analyzed.</b> Provide enough detail that your notes can be used to replicate your process during future CLNAs. <b>All documentation must be kept locally and available for MRA Review.</b>

PROCESS Reporting Stakeholder/Team Member Career Pathway Programs of Study Implementation	
<b>List all stakeholder/Team Member engaged</b> (Add rows by placing cursor in the bottom right cell and pressing 'Tab.')	<b>Describe the method of how each stakeholder/Team Member was engaged.</b> Provide enough detail that your notes can be used to replicate your process during future CLNAs. <b>All documentation must be kept locally and available for MRA Review.</b>

Prioritization of Results for Planning and Budgeting			
Results Code (Add rows by placing cursor in the bottom right cell and pressing 'Tab.')	Pathway	Pathway Code	Means of Alignment Specifically, list:  <b>All documentation must be kept locally and available for MRA Review.</b>

## Recruitment, Retention, and Professional Development

Perkins V Law - Section 134(c)(2)	
What the Law Says	What the Law Means
<p><b>Perkins V Section 134(c)(2)(D)</b></p> <p><i>(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.</i></p>	<p>Hiring, equipping, and keeping diverse educational faculty and staff that are able to offer the highest quality CTAE to all students is critical to Georgia’s Career, Technical and Agriculture Education. Eligible recipients must evaluate deficits in their faculty and staff recruitment, retention, and professional development.</p>

Ground your evaluation in this section in state and/or local district policies and relevant terms defined in Perkins V; particularly the definition of “professional development,” which emphasizes sustainability, relevance, and quality of these experiences.

When assessing your district personnel, take a comprehensive view of what you know about educators, administrators, staff, and academic and career counselors across your programs. Evaluate what these educators bring to the table, such as their preparation and credentialing, in comparison to state, district, or institutional requirements. Also consider the ways they demonstrate their commitment to the profession through pursuit of advanced certification or extensive professional development. Look for gaps in expertise within and across programs. In addition, consider how you recruit educators and staff, and prepare them for their responsibilities, particularly new educators coming from an industry background.



To take this analysis further, compare your current staff capacity to your future plans for CTAE programs. For instance, if you intend to develop new programs of study or expand your career development services in the next four years, look at your current staff and make projections about where you need to increase skills or hire new people.

<b>Recruitment, Retention, and Professional Development</b>	
<b>Data Analysis</b>	
<b>Data Sources and Analyses</b>	<b>What to Look for in the Data</b>
<p>Select from the following options or add your own.</p> <ul style="list-style-type: none"> <li>• <a href="#">Georgia Professional Standards Commission</a></li> <li>• <a href="#">TeachGeorgia</a></li> <li>• <a href="https://www.ctaern.org/">https://www.ctaern.org/</a></li> </ul> <p><b>Recruitment</b></p> <ul style="list-style-type: none"> <li>• Data on faculty, staff, administrator and counselor               <ul style="list-style-type: none"> <li>○ Demographics (gender, race, ethnicity, full/part time, years of teaching experience, etc.)</li> <li>○ Salaries and benefits</li> <li>○ Recruitment methods and sources for current staff</li> </ul> </li> <li>• Student demographic data</li> <li>• State and/or local policies on educator certification and licensing</li> <li>• Description of recruitment process</li> <li>• Trend data on educator and staff shortage areas in terms of CTAE area and demographics (at least past 5-10 years)</li> </ul> <p><b>Retention</b></p> <ul style="list-style-type: none"> <li>• CPI Reports</li> <li>• Data on faculty, staff, administrator, and counselor years of employment in position, profession, and/or eligible recipient</li> </ul>	<p><b>Recruitment</b></p> <ul style="list-style-type: none"> <li>• Disparities between faculty and staff gender, race, and ethnicity demographics and that of the student body's</li> <li>• Disparities in the distribution of compensation</li> <li>• Positions that will require additional focus to develop or recruit for effectively</li> <li>• Positions needing to be created</li> <li>• Effective means of recruitment</li> <li>• Ineffective means of recruitment</li> <li>• Recruitment delays, barriers, redundancies, and inefficiencies</li> </ul> <p><b>Retention</b></p> <ul style="list-style-type: none"> <li>• Positions with high turnover</li> <li>• Trends in average employment duration by CTE area and demographics</li> <li>• Patterns of feedback on reported reason for exiting employment</li> </ul> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>• Areas of faculty/staff underperformance</li> <li>• Faculty/staff knowledge/skill gaps</li> <li>• Unsupplied training and support</li> <li>• Ineffective training and support</li> </ul>

- Description of retention process
- Trend data on educator and staff retention in terms of CTAE area and demographics (at least past 5-10 years)
- Survey data from faculty and staff exiting employment

#### **Professional Development**

- Data on faculty, staff, administrator and counselor
  - Preparation training
  - Credentials (State degreed CTAE teaching certifications, District-issued CTAE teaching certifications, years of industry experience, industry-recognized credentials, number/percent in-field vs. out-of-field teachers, etc.)
  - Participation in professional development, mentoring and externships
- Description of professional development, mentoring and externship opportunities
- Findings from TKES or other resources about impact of professional development, mentoring and externships
  - Survey or focus group results conducted with educators regarding needs and preferences

<b>Stakeholder/Team Member Engagement</b>	
<b>Stakeholders/Team Members</b>	<b>Engagement Strategies</b>
	<ul style="list-style-type: none"> <li>• Work group to examine data including educators, school counselors, representatives of special populations, and employers.</li> <li>• Face to face group of educators to examine data</li> <li>• Focus group, interview or survey of:               <ul style="list-style-type: none"> <li>○ parents and students,</li> <li>○ employers,</li> <li>○ school counselors</li> </ul> </li> </ul>
<b>Questions to Ask</b>	
<p><b>CLNA Essential Questions</b></p> <ol style="list-style-type: none"> <li>1. Which pathways do you need to develop or recruit faculty and staff due to looming retirements, growing student interest and/or emerging priority employment areas?</li> <li>2. How diverse is your faculty and staff? How closely does it reflect the demographic makeup of your student body? What processes are in place to recruit new educators?</li> <li>3. When and how do faculty, staff and administrators have opportunities to work with and learn directly from representatives of business and industry?</li> <li>4. How does the eligible recipient support CTAE teachers striving to upgrade skills and knowledge through professional development?</li> </ol>	

Recruitment, Retention, and Professional Development:

Establishing and implementing processes to improve the Recruitment, Retention, and Professional Development of CTAE teachers, leaders, and staff.

<b>Exemplary</b>	The eligible recipient CTAE teaching staff is made up of a diverse group of professional individuals who have been in their current position 3 years or more. Each CTAE teacher has a professional development plan in place.	
<b>Operational</b>	The eligible recipient has a ten percent (1% - 10%) or less turnover in CTAE staff for the last 3 years. Ninety to ninety-five percent (90% - 95%) of the CTAE teaching staff has been in their current role for at least 3 years and has a professional development plan in place. (CTAE teachers who are promoted within the county and retirees are exempt from the ten percent (1% - 10%) turnover in personnel).	
<b>Emerging</b>	The eligible recipient has a ten to fifteen percent (10% to 15%) turnover in CTAE staff for the last 3 years. Eighty-five to ninety percent (85% - 90%) of the CTAE teaching staff has been in their current role for at least 3 years. (CTAE teachers that are promoted within the county and retirees are exempt from the fifteen percent (15%) turnover in personnel).	
<b>Not Evident</b>	The eligible recipient has had higher than sixteen percent (16%) turnover in the last 3 years.	

PROCESS Reporting for Data Analysis for Recruitment, Retention, and Professional Development.	
<b>List all data sources used.</b> (Add rows by placing cursor in the bottom right cell and pressing 'Tab.')	<b>Describe how each data source was analyzed.</b> Provide enough detail that your notes can be used to replicate your process during future CLNAs. <b>All documentation must be kept locally and available for MRA Review.</b>

PROCESS Reporting Stakeholder/Team Member Engagement Recruitment, Retention, and Professional Development.	
<b>List all stakeholder/Team Member engaged on Recruitment, Retention, and Professional Learning.</b> (Add rows by placing cursor in the bottom right cell and pressing 'Tab.')	<b>Describe the method of how each stakeholder was engaged.</b> Provide enough detail that your notes can be used to replicate your process during future CLNAs. <b>All documentation must be kept locally and available for MRA Review.</b>

Results for Planning and Budgeting					
Results Code (Add rows as necessary by placing your cursor in the bottom right cell and pressing 'Tab.')	Need	Root Cause (See Process Overview section for techniques.)	Consequences of Not Addressing	Difficulty to Correct (High, Medium, Low)	Priority (1-5)

# Equity and Access

Perkins V Law - Section 134(c)(2)	
What the Law Says	What the Law Means
<p><b>Perkins Section 134(c)(2)(E)</b>  <i>(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></p> <ul style="list-style-type: none"> <li><i>(i) strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;</i></li> <li><i>(ii) providing programs that are designed to enable special populations to meet the local levels of performance; and</i></li> <li><i>(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.</i></li> </ul>	<p>While the Student Performance section of this document had a special population performance focus, this portion of the Law focuses on evaluating the barriers and opportunities that influence that performance as well as access to enroll in CTAE. The focus is on “strategies”, “programs,” and “activities that allow full participation in all forms of CTAE, particularly those leading to competitive, integrated, high-skill, high-wage, in-demand occupations. Additionally, the focus is on taking active measures to achieve continuous improvement or “progress towards” equal access.</p>

Eligible Recipients will be able to calculate Special Pops by pathway.

Data Analysis	
Data Sources and Analyses	What to Look for in the Data
<p><b>Select from the following options or add your own.</b></p> <ul style="list-style-type: none"> <li>• Pathway promotional materials</li> <li>• Recruitment &amp; career guidance activities for each special population</li> <li>• Processes for communicating and providing accommodations, modifications and supportive services for special populations</li> <li>• Available services to support all students, including special populations</li> <li>• Procedures for work-based learning for special population students</li> <li>• Information on Dual Enrollment, Articulation, and credentials of value available for special populations</li> <li>• Data on CTAE participation and performance by each CTAE pathway for each special population</li> <li>• Data on participation in CTSO in terms of special populations</li> <li>• Documentation from the results section of the Student Core Indicator Performance</li> <li>• Results from the Size, Scope and Quality section</li> <li>• Results from surveys/focus groups with student, parents and/or community representatives of special populations.</li> </ul>	<p><b>Barriers to Access</b></p> <ul style="list-style-type: none"> <li>• <u>Enrollment Gaps</u>: Compare the percent enrollment of special populations in CTAE to the percent enrollment of special populations across all enrollment. Look for both over enrollment and under enrollment. Perform this same comparison by pathway. Then perform root cause analysis.</li> <li>• <u>Ineffective Measures</u>: Identify current special population recruitment efforts, including career guidance practices, that have not yielded significant special population access improvement</li> <li>• <u>Underutilized Measures</u>: Identify current special population recruitment efforts that have been shown to be effective but are underutilized</li> </ul> <p><b>Barriers to Performance</b></p> <ul style="list-style-type: none"> <li>• <u>Performance Gaps</u>: Identify special population performance gaps and their root causes (see Student Core Indicator Performance section)</li> <li>• <u>Ineffective Measures</u>: Identify strategies, programs, and activities that you have implemented that have yet to cause progress towards closing special population performance gaps</li> <li>• <u>Underutilized Measures</u>: Identify current special population performance improvement measures that have been shown to be effective but are underutilized</li> </ul> <p><b>Barriers to Retention - Concentration and Completion</b></p> <ul style="list-style-type: none"> <li>• <u>Completion Gaps</u>: Identify special population gaps in concentration and completion as compared to non-special populations</li> <li>• <u>Ineffective Measures</u>: Identify retention strategies, programs, and activities that you have implemented that have not yet reduced gaps in special population concentration and completion rates</li> <li>• <u>Underutilized Measures</u>: Identify current special population retention measures that have been shown to be effective but are underutilized</li> </ul>

Equity and Access:

Progress towards Improving Equity and Access

<b>Exemplary</b>	Strategies are in place and utilized by all staff to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations. Programs are designed to enable special populations to meet the local levels of performance by 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.	
<b>Operational</b>	Strategies are in place <b>BUT</b> not utilized by ALL staff to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations. Programs are designed to enable special populations to meet the local levels of performance by 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.	
<b>Emerging</b>	Some strategies are being implemented to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations. A few programs are designed to enable special populations to meet the local levels of performance by 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.	
<b>Not Evident</b>	No evidence of strategies.	



Stakeholder Engagement	
Stakeholders/Team Members	Engagement Strategies
	<ul style="list-style-type: none"> <li>• Work group to examine data including educators, school counselors, representatives of special populations.</li> <li>• Focus group, interviews, study circle with:               <ul style="list-style-type: none"> <li>○ Students and former students</li> <li>○ Parents</li> <li>○ CTSO advisors</li> <li>○ Representatives of special populations</li> <li>○ Business, industry and community partners</li> </ul> </li> </ul>
Questions to Ask	
<p><b>CLNA Essential Questions</b></p> <ol style="list-style-type: none"> <li>1. Which population groups are underrepresented in your CTAE programs overall? Which are underrepresented in particular program areas? Which are overrepresented?</li> <li>2. What barriers currently exist that prevent special population groups from accessing your programs? (individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for non-traditional fields; single parents, including single pregnant women; English learners; homeless individuals described in section 725 of the McKinney Vento Homeless Assistance Act (42 U.S.C. 11434a); youth who are in, or have aged out of, the foster care system; and youth with a parent who-is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and is on active duty (as such term is defined in section 101 (d)(1) of such title).</li> <li>3. What efforts have been made to recruit and retain diverse populations of learners, including students with special pops into your programs, particularly in programs leading to high-skill, high-wage or in-demand industry sectors and occupations? Which ones have been most and least effective?</li> <li>4. What barriers prevent certain populations of learners from taking part in embedded activities such as work-based learning, dual enrollment and CTSOs? Which student groups are most affected by these barriers?</li> </ol>	

PROCESS Reporting Stakeholder Engagement for Equity and Access	
<b>List all stakeholder categories engaged on Equity and Access.</b> (Add rows by placing cursor in the bottom right cell and pressing 'Tab.')	<b>Describe the method of how each stakeholder category was engaged.</b> Provide enough detail that your notes can be used to replicate your process during future CLNAs. <b>All documentation must be kept locally and available for MRA Review.</b>

PROCESS Reporting for Data Analysis for Equity and Access	
<b>List all data sources used.</b> (Add rows by placing cursor in the bottom right cell and pressing 'Tab.')	<b>Describe how each data source was analyzed.</b> Provide enough detail that your notes can be used to replicate your process during future CLNAs. <b>All documentation must be kept locally and available for MRA Review.</b>

RESULTS for Planning and Budgeting for Equity and Access					
Results Code (Add rows by placing cursor in the bottom right cell and pressing 'Tab.')	Need	Root Cause (See Process Overview section for techniques.)	Consequences of Not Addressing	Difficulty to Correct (High, Medium, Low)	Priority (1-5)

## **Putting CLNA Results into Action**

The leadership team you identified earlier will be particularly helpful in this phase of the process. You will likely have to make tough decisions about which needs to prioritize, and which solutions will best meet those needs, bearing in mind the full spectrum of information you uncovered, current research on evidence-based practices, and the context of your local community.

The activities of the local needs assessment should become a regular part of your overall district's data-driven decision-making and program improvement cycles--not merely an additional activity every two years. By fully integrating the Perkins V needs assessment into routine activities, you will be able to realize the full value of the process.

Translating your comprehensive local needs assessment into action, in the form of the local application, is an invaluable opportunity to focus on program improvement, and to implement plans that will have a long-term impact on access to high-quality CTAE for all students. It's your chance to help strengthen and improve the entire educational system through the benefits of CTAE!

## Appendix 1: Timeline Example

### September/October

- Identify stakeholders
- Identify methods of stakeholder engagement
- Set dates and locations for meetings
- Develop communications
- Identify CLNA leadership team (Team Members)
- Identify data sets needed and determine how to obtain them

### November/December

- Compile data for review
- Develop data communications in presentation form
- Develop stakeholder outreach communications

### December/February

- Analyze data to find gaps and determine root causes of gaps
- Meet and get input from stakeholder groups
- Identify strengths, weaknesses, needs
- Identify discussion questions for stakeholder groups

### February/March

- Compile feedback
- Determine priorities
- Share plan with stakeholders for feedback

### March

- Make adjustments to plan

### March/April

- Format CLNA results
- Develop plan to align CLNA results with the local application

### April/May

- Complete local application

## Acknowledgement

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