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Perkins V Consultation Resources

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Under Construction and Just a Resource



Perkins Comprehensive Local Needs Assessment

Input for the local application for CTAE programs

Six CLNA elements:

Student Indicator
Performance

Size, Scope and Quality

Labor Market Alignment

Access and Equity

Recruitment, Retention,
and Training

Career Counseling and
Guidance



Consultation Overview

“In conducting the comprehensive [local] needs assessment under subsection (c), and developing the local application described in subsection (b), an eligible recipient shall involve a diverse body of stakeholders”

Including, at a minimum:

1. CTAE program representatives from secondary and post-secondary educational institutions
2. Local workforce development board (WorkSource)
3. Parents and students
4. Representative of special populations
5. Representatives of agencies serving out-of-school youth, homeless children and young adults, and other at-risk youth
6. Indian Tribes (No federally recognized tribes in Georgia)
7. Other stakeholders as determined by GaDOE

*****You will want other stakeholders to ensure maximum representation and to ensure you receive comprehensive input*****

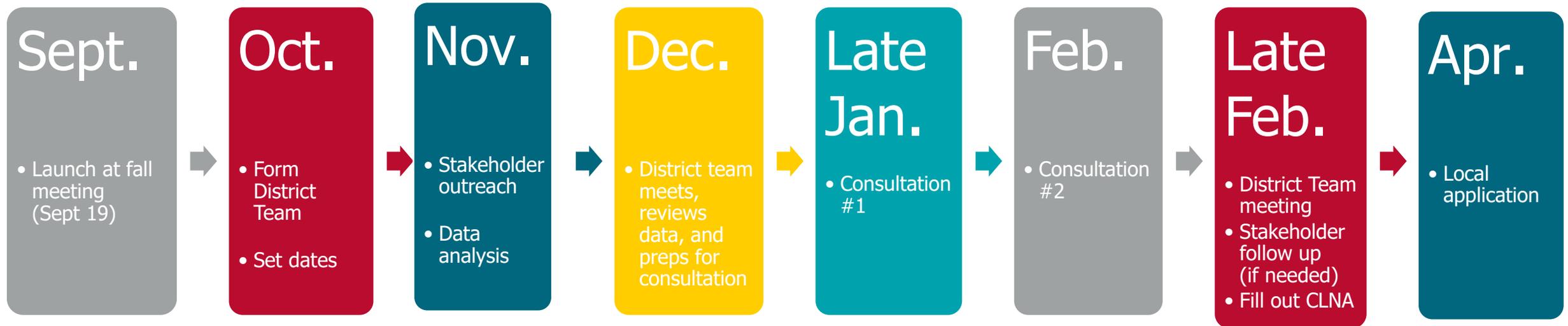


Summarizing Consultation

- ❑ Districts are expected to engage with their stakeholders as part of their needs assessment process
- ❑ Stakeholders must be consulted on the six pieces of the local needs assessment. District should solicit feedback on what they are doing well on, what they are not doing well on, and what gaps should be closed
- ❑ The feedback from stakeholders should be used as the district completes the local application and ultimately drive how federal funds are spent
- ❑ **There are multiple ways to do consultation. This is just one framework for approaching this.**



Suggested 2020 Consultation Timeline



October

Your Perkins efforts should ideally begin in October. You will start work to ensure that you will have a successful year.

Goals for the month

- ❑ Seek out additional information on Perkins V
- ❑ Meet with your superintendent and key influencers to ensure they are aware of Perkins V
- ❑ Form a district Perkins team
- ❑ Set dates for meetings, listening sessions, and other activities



- Form District Team
- Set dates

Form a District Team

The district team will be an ongoing workgroup that will serve as the internal resource for planning, preparing, and executing the Perkins Consultation process.

Required Team Members
Superintendent/Assistant Superintendent
School Administrator(s)
CTAE Director
Title I, Part A Director
Homeless Liaison (McKinney-Vento Homeless)
Neglected & Delinquent Coordinator
Rural Education Initiative Coordinator
Special Education Director
Foster Care Point of Contact
Title II Part A Coordinator
Title III Director
Title IV Director
School Counselor(s)
CTAE Teachers
Specialized Instructional Support Personnel & paraprofessionals
Work-Based Learning Coordinator

Recommended Team Members
Human Resources Director
High School Curriculum Director
Academic Teacher(s)

****This will vary based on district****



Setting Dates

- ❑ Set dates for all of the meetings involved in the process including district team meetings and consultation meetings
- ❑ Think about how much time between consultation meetings – too much time and the group can lose steam, too close together and people can be overwhelmed
- ❑ Be sure to check calendars to avoid major conflicts
 - ❑ District and school calendars
 - ❑ Athletics
 - ❑ Chamber of Commerce
 - ❑ Community Calendar
- ❑ Avoid Mondays and Fridays for consultation sessions. Sessions could be done as over breakfast (7:30AM-10:30AM), lunch (11:00AM-2:00PM), or in the evening (5:30PM-8:30PM) – 3 hours to accomplish everything
- ❑ Ensure an appropriate meeting space is available

Oct.

- Form District Team
- Set dates



November

- Stakeholder outreach
- Data analysis

November you will build upon the efforts in October and get ready for the upcoming consultation sessions.

Your efforts in November will focus on ensuring that you have properly invited stakeholders to participate and analyzed the various data pieces that will serve as inputs for the planning process.



Stakeholders – Outside the LEA – Each stakeholder listed in the Law is written in the plural, which means multiple representatives are required

Required

Representatives of career and technical education programs at postsecondary educational Institutions, including faculty and administrators
Business Representatives
Industries Representatives
Representatives of state board or local workforce boards
CTAE Parents
CTAE Students
Representatives of Special Populations
Representatives of Teacher Prep Programs

Recommended & Additional

Chamber of Commerce representative
Economic Development/Development Authority representative
Department of Labor representative
Military Liaison
Family Connection Representative
Local Head Start representatives (regular and/or migrant Head Start agencies)

****This will vary based on community****

Stakeholder Outreach

- Leverage existing entities and groups such as advisory committees, college and career academy boards, chamber of commerce committees, work-based learning placement partners, ESSA listening sessions, etc.
- Leverage intermediaries to make connections and validate the process
- Think regionally (especially for the first meeting)
- Conduct personal outreach (face-to-face and phone) to invite them into the process
- Send calendar invites and reminders for each meeting
- **Communicate the importance of their participation in multiple ways and formats**



Data

You will need to access, download, prepare, and analyze various pieces of data to support the CLNA, consultation process, and local application.

Specifically you will need data that supports the six elements of the CLNA including:

- Labor Market Data (County/Regional Industry Mix, Occupational Projections, Population Trends, etc.)
- Student performance (especially with equity and access lens)
- Performance on accountability indicators
- Teacher recruitment, retention, and training

Some data (CLIP/SLDS) will not be available until February 2020. Don't wait to start gathering and analyzing other data



- Stakeholder outreach
- Data analysis



December

December is the month where the district team works to get ready for the consultation sessions. Your team will continue to analyze data that will support consultation efforts.

You should also plan out the exact agenda for the consultation sessions, prepare the various presentations, and practice. You should also re-engage with stakeholders who have previously committed and continue additional stakeholders outreach.



Late January

Your first consultation session may take place in late January. This session will focus on three CLNA elements:

Labor Market
Alignment

Size, Scope and
Quality

Career Counseling
and Guidance

Remember that many of your stakeholders are not CTAE experts. You will need to build in some educational components in your listening sessions. This is also an opportunity to educate and build long-term partners.



Consultation is Listening!



Consultation #1 Agenda

- Overview of Perkins V
- Overview of programs offered
 - Enrollment by course and concentration
 - Student outcomes
 - CTSO success
 - Industry credential
- Share LMI data
- Alignment conversation
- Career Guidance and Counseling Overview
- Size, scope, & quality
- Conclusion

Your district team should have a debrief session soon after the meeting conclusion. You can quickly analyze what you heard, what worked, what didn't work, and what needs to change before consultation #2



What if a stakeholder doesn't show?

You won't get everyone in the room but just because they do not show up doesn't mean that their input doesn't matter. You should engage with mandatory and recommended stakeholders in multiple ways to get their feedback?

Consider:

- Follow-up interviews
- Focus groups
- Phone calls
- Web survey
- Leveraging other meetings



February

Your second consultation session will take place in February. You will need to access data from CLIP/SLDS for this consultation session.

This will be a similar format to the first session and will focus on the other three elements:

Student Indicator
Performance

Access and Equity

Recruitment, Retention,
and Training



Consultation #2 Agenda

- Welcome & Overview
- Student Performance Data Walk
- Data Walk Reflection
- Share Additional Access/Equity Data (as needed)
- Access and Equity Discussion (well, not well, gaps)
- Teachers & Staff
 - Share data
 - Questions
- Wrap up – biggest need? Themes?



- District Team meeting
- Stakeholder follow up (if needed)
- Begin filling out CLNA

Late February

- Your district team should meet after the second consultation session to de-brief on the session, analyze the feedback from participants, gather additional data, and seek to synthesize the learning. You should be working towards the “so what” question
- You may also need to re-engage stakeholders who did not participate or have follow-up conversations with key stakeholders
- You should also send a thank-you note to stakeholders for participating
- Begin filling out the CLNA document at the winter conference



April and May—Complete Local Application



Additional Consultation Resources Forthcoming

Institute of Government planned resources for districts include:

- Meeting 1 and meeting 2 agenda templates
- Meeting 1 and meeting 2 overview documents
- Meeting planning checklist
- Key Perkins V labor market information questions and sources

GaDOE will post these by Mid-October

