INDIANA COMMISSION *for* HIGHER EDUCATION

2023-2024

CLNA Guidebook

Table of Contents

This guidebook is provided to CTE directors and other stakeholders as a resource for completing the 2023-2024 Comprehensive Local Needs Assessment.

What is the Comprehensive Local Needs Assessment?

The Comprehensive Local Needs Assessment (CLNA) is a new component of the Carl D. Perkins Act (Perkins V); federal legislation that oversees Career and Technical Education (CTE). The CLNA serves as the foundation for funding plans and provides an opportunity to take an in-depth look at your local CTE system to identify areas where targeted improvements can lead to increased opportunities for student success.

CTE Districts must address the following key areas:

- Labor Market Alignment
- Program of Study Size, Scope, and Quality
- Student Performance
- Equity and Access
- Recruitment, Retention, and Training of Faculty

CLNA Requirements

- Each eligible recipient must conduct a local needs assessment and update it every two years.
- A description of the results of the CLNA must be included in the local application.
- **Funds must be used to develop, coordinate, implement, or improve CTE programs to meet the needs identified in the local needs assessment.**

Why is the CLNA Important?

The CLNA is a key tool to improve Indiana's CTE system and benefits all CTE stakeholders. CTE districts can utilize the CLNA process to gather and analyze data to establish priorities and set short- and long-term goals.

The process ensures that CTE districts are implementing programs aligned with local workforce and economic priorities and that they are developed to ensure access and success for all learners in high-wage, high-skill, and in-demand career pathways.

At the state level, the CLNA process is a key component for achieving the goals outlined in Indiana's Perkins V State Plan. A primary goal of the State Plan is the implementation of Next Level Programs of Study, Indiana's redesign of CTE courses schools and career centers began implementing in the fall of 2021.

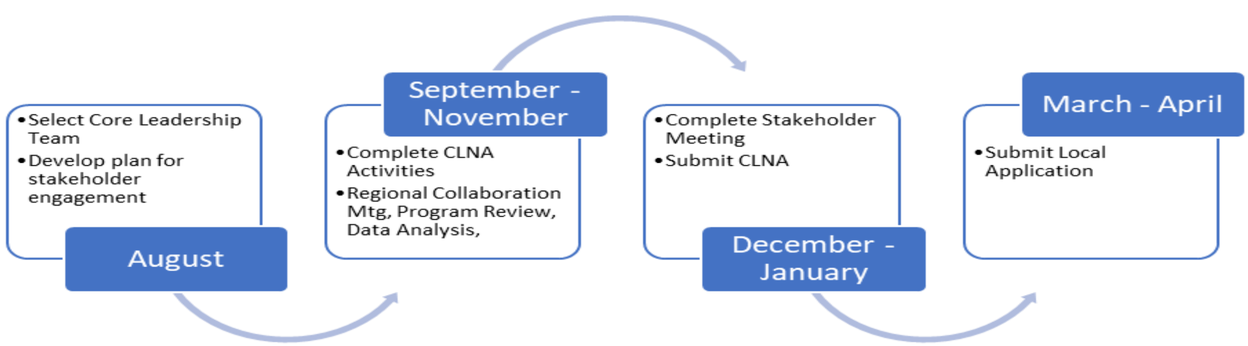
Connecting the CLNA to the Local Application

The CLNA is intended to work hand-in-hand with the Local Application to help recipients better align their planning, spending, and accountability through data informed practices. The results of the CLNA must be included in the Local Application and Perkins funds can only be used to address needs identified in the CLNA.

Local Needs Assessment	Local Application
Informed/validated by stakeholders and partners	Lay out eligible recipient's vision/theory of action for CTE
Identify areas of strengths in CTE systems/programs	Identify strategies, solutions and investments to sustain and scale strengths in CTE system/programs
Identify areas of weakness and gaps in CTE systems/programs	Identify strategies, solutions and investments to address weaknesses and gaps in CTE system/programs

Perkins V Work Cycle

The diagram below outlines the recommended timeline to complete the CLNA Activities and to submit the CLNA and the Local Application. Recipients are first encouraged to begin organizing their local leadership plans and to develop a plan for stakeholder engagement. There are five activities to complete ~~between~~ from September to November. Once the activities have been completed, recipients are ready to hold a stakeholder meeting(s) and submit their CLNA for review. **The CLNA should be submitted at least 30 days prior to the submission of the Local Application to allow time for review.**



<u>CLNA Process</u>

The CTE team at the Indiana Commission for Higer Education redesigned the CLNA from a lengthy questionnaire to a more organized and structured 6-step process for the 2022 cycle.

Steps 1 and 2 involve planning and organization. Recipients will first identify a core leadership team and then develop a plan for engaging all required stakeholders.

A series of activities have been created in Step 3 to facilitate a more structured and in-depth review of CTE elements. Step 4 will utilize the findings from Step 3 to gather stakeholder input on goals and strategies to expand and improve CTE programs.

Districts will then submit their CLNA by the mid-March deadline and use the submitted CLNA to complete their Local Application during the spring of 2024.

Step 1
- Identify and create Local Leadership Team

Step 2
- Develop stakeholder engagement plan

Step 3
- Engage stakeholders in CLNA activities

Step 4
- Stakeholder Meeting – Present findings, set priorities

Step 5
- Submit CLNA for review - March 12th, 2024 (30 days prior to Local App submission)

Step 6
- Complete Local Application - Window Open March 1st – April 12th

Step 1 • Identify and Create Local Leadership Team

The first step of the CLNA process is to identify and create a local leadership team. The updated CLNA process is not intended to be completed by an area director or postsecondary Perkins Administrator working on their own or by outsourcing the work. Organizing a small team of individuals will help make the process more manageable and is key to setting priorities and ultimately making final decisions regarding the CLNA and the Local Application.

Who and How Many?

- Recommend 5 – 7 individuals depending on size of district
- Recommended Secondary Members: Directors, Assistant Directors, Counselors, Instructor(s), Board Member(s), Treasurers, Sending School Reps, Community Partner(s)
- Recommended Postsecondary Members: Perkins Administrator, Vice Chancellor(s), Dean(s), Department Head(s), Career and Academic Advisor(s), Community Partner(s)

Responsibilities

- Lead the CLNA process for the district
- Review the details for each of the CLNA activities and the focus questions associated with each section
- Develop the stakeholder engagement plan
- Complete or facilitate CLNA activities
- Help in the final decision-making processes for the CLNA and Local Application

TIP: It may be helpful to identify one member of the leadership team to serve as the project manager. This individual can help to coordinate the work of the leadership team, schedule meetings, and ensure that the team meets deadlines.

Step 2

- Develop stakeholder engagement plan

Perkins V requires local teams to engage a diverse group of stakeholders in completing the CLNA. Stakeholders will help develop, review, and analyze the CLNA results to support coordination across sectors.

Required Stakeholders:

- Representatives of career and technical education programs in a local educational agency or educational service agency including teachers, career, guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and para-professionals
- Representatives of career and technical education programs at postsecondary educational institutions including faculty and administrators
- Representatives of the State Board or local workforce development boards and a range of local or regional businesses or industries
- Parents and students
- Representatives of special populations
- Representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965)
- Representatives of Indian Tribes and Tribal organizations in the State, where applicable, and
- Any other stakeholders that the eligible agency may require the eligible recipient to consult

At a minimum, required stakeholders must be present at the Stakeholder Meeting (Step 4) where they will have the opportunity to provide feedback to the leadership team on potential goals and strategies that will be included in the final CLNA submission and Local Application.

Eligible recipients are encouraged to collaborate, especially in terms of alignment of programs to the labor market. However, each eligible recipient is responsible for submitting their own CLNA and Local Application to account for individual differences in how the funds may be allocated. Some additional tips are shared below:

- Use a variety of engagement methods. These could range from in-person meetings to virtual meetings to surveys.
- Define a clear purpose for your stakeholders.
- Develop a timeline for stakeholder engagement. Build upon existing events or meetings, local advisory boards, local workforce development boards, open houses, and/or parent teacher conferences.

One of the biggest decisions that will be made regarding stakeholder engagement is how the CLNA Activities will be completed and who should be involved in each of these activities. There are a couple of options:

Option 1: Have the Leadership Team complete the CLNA activities

- Advantage(s): Will help prevent silos of information by having the same group complete all of the activities
- Disadvantage(s): Limits the quality of the feedback received from stakeholders and may be a large time commitment for core team members

Option 2: Develop teams of stakeholders led by a Leadership Team member for the individual activities

- Advantage(s): Should increase stakeholder buy-in and provide a much higher quality of feedback. It will also decrease the burden on Leadership Team members.
- Disadvantage(s): Would require more coordination and scheduling and may lead to silos of information without an intentional plan to prevent.

TIP: Even if you decide to have the Leadership Team complete all the activities, you should use the Equity Lab as an opportunity to develop an equity team or committee. The Equity Lab should serve as a starting point of the district's work around equity and access and should continue to meet on an ongoing basis.

Step 3 • Engage stakeholders in CLNA activities

The State CTE team at CHE has developed a series of five activities within Step 3 that will address the six required components each district must complete as part of the CLNA process. Each activity will serve a different purpose and should provide greater structure to the CLNA process. Details and guidance steps are provided in the following section of this document.

The CTE team recommends that districts follow the sequence that is designated in the graphic above with the understanding that there may be a great deal of overlap and some activities will be taking place simultaneously. Regional Workforce Boards have been asked to schedule the Regional Collaboration Meeting early in the process to better inform other areas of the work. Eligible recipients are encouraged to start with the Program of Study Size, Scope, and Quality activity while waiting for the Regional Collaboration meeting to take place. The Program of Study activity will provide some of the data points that should be considered as a part of the Student Performance activity. The Office of CTE will host Equity Lab Sessions in October and November. While it is not mandatory to have completed the Program of Study and Student Performance activities before the Equity Lab, it may be helpful. The Recruitment, Retention, and Training activity includes developing a professional development plan that may be influenced by the results of other activities.

After the completion of each activity, eligible recipients must complete the activity summary in the CLNA portal. The summary for each activity consists of a series of focus questions that must be answered and submitted. The focus questions associated with each activity have been provided in the activity details. Leadership Teams should review the focus questions before beginning each of the activities and should know that this aspect of the process will require a decent amount of time. Each Focus Question response requires 5 parts be addressed and these are discussed on the following page.

- **Description of the Current State:** The recipient provides a description of how well the district is performing in the focus area.
- **Evidence to Support the Current State Description:** The recipient provides quantitative and/or qualitative data to support the description provided of the current state.
- **Root Causes of the Current State:** It is important to clarify the root causes behind the current state to better decide on potential strategies to address gaps.
- **Description of the Desired State or Reasonable Progress Goal:** This is an opportunity for the recipient to provide a realistic description of how they would like to be performing in this focus area.
- **Rating:** The recipient must provide a rating based on the gap between the current state and the desired state. For example: 1) little to no gap exists, 2) some gap exists, or 3) a significant gap exists. Providing a rating is important to help determine which gaps should be addressed through priority goals that will be included in the Local Application.

Regional Collaboration Meeting

Purpose: To consider labor market alignment data and promote regional collaboration between education and employers.

Recommended Facilitator: Hosted and facilitated by Regional Workforce Boards

Recommended Stakeholders: Regional Workforce Boards, Postsecondary Institutions, Secondary Schools, Industry Partners, and Community Groups

Activity: The Regional Workforce Boards will present data and economic modeling data for the region along with other employer needs and trends. Education partners, postsecondary and secondary, will share a short presentation on their efforts. The presentations will be followed by discussion groups that will focus on key economic and workforce issues facing the region. District administrators and Core Leadership Team members will be responsible for completing the activity summary worksheet.

Activity Details: The Workforce Boards will work with the eligible recipients to determine a date, time, and meeting place. Additionally, the workforce boards should be responsible for inviting key employers/industries and community groups to the meeting.

The Secondary and Postsecondary recipients are required to have at least one representative (Administrator or Instructor) present but are encouraged to have multiple representatives to add value to the discussion groups. Eligible recipients may also invite key business and industry partners, but this should be coordinated with the Workforce Boards ahead of time.

Meeting Format: The workforce board will provide a 20–30-minute introductory presentation (a presentation template will be shared with each region by the CTE team to ensure similar information is shared at each regional meeting.) Eligible recipients will have 20-30 minutes following the presentation to share information about their programs. This may take the form of a collaborative presentation or just brief overviews by each recipient.

After the presentation and overviews, attendees will divide into discussion groups. Discussion groups will use 30 - 45 minutes to discuss various questions that have been developed by the CTE team in conjunction with eligible recipients and workforce boards.

After the session, eligible recipients will need to review the notes from the discussion questions and the labor market data to assign programs into quadrants. The quadrant exercise will compare enrollment capacity to the demand for each of their programs of study in order to answer the questions in the Regional Collaboration Summary.

Quadrant Exercise

Quadrant 2	Quadrant 1
• Enrollments are near or exceed capacity • Low demand area (declining or emerging)	• Enrollments are near or exceed capacity • High demand area
• Potential strategies should focus on Career Advisement and/or redesigning program of study	• Potential strategies should focus on how to expand capacity to meet demand
Quadrant 3	**Quadrant 4**
• Enrollments are below capacity • Low demand area (declining or emerging)	• Enrollments are below capacity • High demand area
• Potential strategies should focus on phasing out or redesigning the program.	• Potential strategies should focus on recruiting students through career advisement or promoting program

Focus questions included in the Regional Collaboration Meeting Summary

Question	Data Needed	Tips
What industry trends are expected to impact career opportunities the most in your local area over the next few years?	local labor market data presented by workforce boards	May want to share barriers or challenges to addressing the trends in place of root causes.
To what degree do your CTE program enrollments match projected job openings for the state and region?	Local labor market data, quadrant evaluation results	It is important to make a distinction between occupations with low demand based upon declining or emerging.
How would you rate and/or describe the employer engagement within your region?	Discussion question responses, employer surveys	Employer engagement could be based on # of partnerships, advisory board participation, or WBL experiences offered.

The final part of the activity summary asks the group that completed the activity to provide a set of recommended goals and potential strategies or activities to help address the most significant gaps discovered through this activity.

Recommended Goals:

Potential Strategies/Activities:
Add, expand, phase out CTE Programs of Study Create and/or add members to advisory boards Develop more formal processes for advisory boards Increase the # of opportunities for students

Programs of Study: Size, Scope and Quality

Purpose: To review each program of study using a quality framework tool to help identify strengths and weaknesses of individual programs of study and common themes across all programs of study.

Recommended Facilitator: Facilitated by individual program instructors

Recommended Stakeholders: School representatives, advisory boards, students, parents

Activity: Instructors will complete an internal assessment of each program of study offered using the ACTE Quality Framework or another similar tool. The review should include gathering and submitting student outcome data for each individual program. District administrators and Core Leadership Team members will be responsible for reviewing the results of the individual program assessments and completing the activity summary worksheet along with the instructors.

Activity Details: Instructors of individual programs are responsible for completing an internal assessment of their program using the ACTE Quality Framework or another tool that reviews a majority of the components required for size, scope, and quality. The internal assessment should at a minimum include stakeholders such as employers from an advisory board as well as students.

The following link will take you to the complete quality framework rubric which includes twelve (12) domains. Districts can download and print the rubric to serve as the survey or recreate the survey online.

ACTE Program of Study Quality Framework with Rubric

Districts utilizing this tool may use the Size, Scope, and Quality Spreadsheet included in the CLNA portal to submit the overall score for each domain and program level student outcome data. There is also an online entry option that shares the results with ACTE on the national level. Recipients that are using a local review tool will need to create and upload a document that summarizes their results.

Due to issues around collecting pathway data, the CTE team is not requiring recipients to include the pathway data for this CLNA cycle. Recipients are encouraged to pull data from the program of study report or to collect their own student outcomes data as best they can. Key datapoints to be considered for the last two cohorts (2022 and 2023) include the following:

- Total # of students from each cohort that were enrolled in the program of study
- Total # of students from each cohort that earned concentrator status in the program of study
- Total # of students from each cohort that earned dual credits and the number that earned 9 or more dual credits
- Total # of students from each cohort that earned a postsecondary credential (may want to distinguish between industry certifications and postsecondary certificates and degrees)
- Total # of students from each cohort that were placed after graduation (employed, enrolled in postsecondary education, or advanced training, serving in the military or a service program under the National and Community Service Act)
- Total # of students from each program that participated in 75+ hours of a work-based learning experience

Once the evaluation has been completed and the results have been entered into the program of study size, scope, and quality spreadsheet, the recipient is ready to complete the Program of Study summary in the CLNA portal.

There are six questions included in the Program of Study summary. For each question, the recipient is asked to provide a description of the current state, the evidence to support the description, root causes of the current state, a description of the desired state or a reasonable progress goal, and to rate the significance of the gap between the current and desired state.

Question	Data Needed	**Tips**
Based on your district's internal Program Quality Assessment, which pathways earned the highest quality ratings? Which pathways have the most room for growth?	Internal assessment data	
Based on your district's internal Program Quality Assessment, which quality components are the strongest at the district level? Which quality components need improvement?	Internal assessment data	Quality components refers to the different domains included in the ACTE Quality Framework Tool
To what degree have your programs of study been converted to Next Level Programs of Study?	Internal assessment data	Conversion should include a gap analysis between current competencies taught and the required competencies for NLPS courses **Not required for Postsecondary**
How well does your current facilities and equipment meet capacity needs and industry standards for each program?	Internal assessment data	Be careful how you answer this. If a need is not identified here, you will not be able to spend money on it later.
Please rate or describe the effectiveness of your work-based learning efforts as a district and on a program level?	Data provided by each program of study if available	This is intended to be more of a qualitative review of WBL efforts.

Please rate or describe the effectiveness of your career advisement/career development efforts as a district and on a program level?	Internal assessment data	

After completing the summary sheet and reviewing the ratings, the activity team or the Core Leadership Team should determine a few recommended goals along with potential strategies/activities that will help to accomplish the goals. These recommended goals and potential strategies will be a key part of the activity summary at the Stakeholder Meeting.

Recommended Goals:
Potential Strategies/Activities:
Developing program specific strategies to help improve or decrease performance gaps Developing program specific improvement plans Provide professional development to address areas of concern Purchase more modern or updated equipment. Add career coaches and/or WBL coordinator

Related Information:

Size, Scope, and Quality (SSQ) Definitions:

In the 2020 Indiana Strategic Workforce Plan, an updated definition of size, scope, and quality was included for both the secondary and postsecondary level.

Secondary SSQ Definition: To be of sufficient size, scope, and quality, a CTE program of study in Indiana must include or be making progress toward including the following components:

- The program of study must be able to meet the minimum facility and equipment requirements for a minimum of 10 students. Moderate and High Value programs of study will take steps to expand the number of students enrolled, equipment, and/or facilities if the waitlist exceeds 50% of the current capacity.
- Programs of study, including joint programs of CTE and locally developed pathways that have been registered with the state, must adhere to state-approved courses and course sequences. Each program of study must address the standards and competencies associated with each state-approved course through relevant, real-world, and applied instructional strategies.
- Secondary programs of study should be structured to encourage persistence in students to go beyond CTE Concentrator status and to pursue valued postsecondary credentials, like certificates, degrees and industry certifications that are integrated into the program of study.
- Students and their families are provided career advisement and academic guidance to help students identify career interests and to best prepare for college and career opportunities. Students should have a personalized multi-year graduation plan that is connected to postsecondary education.

- Programs of study are accessible to all students, specifically students who are members of special populations, by being free from unnecessary barriers to enrollment or participation. Historically underrepresented students are actively recruited and have the opportunity to succeed through necessary accommodations and supportive services.
- The program of study includes the development of employability and leadership skills through a wide range of embedded and stand-alone work-based learning opportunities and participation in career and technical student organizations.
- Programs of study must maintain on-going relationships among education, business, and other community stakeholders, such as advisory boards or sector partnerships to help validate and keep current the technical and workforce readiness skills and program improvement.
- The program of study is focused on continuous improvement and engages with partners and stakeholders to achieve performance targets for Perkins performance indicators and utilizes data to identify and reduce disparities and performance gaps among population groups.

Postsecondary SSQ Definition: To be of sufficient size, scope, and quality, a CTE program of study in Indiana must include or be making progress toward including the following components:

- Postsecondary CTE programs must be aligned with business and industry as validated by local or regional business advisory committees and must be part of one of the allowable cluster areas.
- Postsecondary eligible institutions must provide students with the opportunity to earn a certificate, associate's degree, industry certification, and/or licensure approved by the state in a CTE approved career cluster.
- A postsecondary program of study provides students the opportunity to be a CTE Concentrator. Which is defined as a postsecondary student that earned at least 12 credits within a CTE program or completed such a program if the program encompasses fewer than 12 credits.
- Programs/Programs of Study are strongly encouraged to include work-based learning opportunities for students.
- The program or programs of study achieve or consistently makes progress toward state-determined levels of performance and engages in periodic evaluation, informed by data, to reduce or eliminate disparities or performance gaps and to improve program quality and effectiveness.
- Programs/Programs of Study are accessible to and supportive of all students, especially students who are members of special populations.
- Postsecondary programs of study provide opportunities for secondary alignment and can provide evidence of operational agreements with secondary schools.

Student Performance

Purpose: To review student outcome data based upon persistence in CTE programming, Measures of Program Quality, and Placement.

Recommended Stakeholders: Decided by the Core Leadership Team

Activity: Districts will utilize a data analysis strategy, such as Notice and Wonder or ATLAS, to review key data points provided by the State CTE team. Districts may also decide to review additional data points of their choosing. After discussing potential root causes, the activity will conclude by completing the Student Performance Summary Worksheet.

Details: Indiana plans to track and report on all three measures of program quality. The state determined that each indicator represents a critical measure of program quality and tracking all three will provide the most complete picture. Additional information, including how each is calculated, is included in the related information for this section.

Data Points: As soon as it is available, the CTE team will provide each district with a spreadsheet which includes all the data needed to complete the Student Performance and Opportunity Gap Analysis activities. Data reports can be downloaded from the CLNA portal by going to the Activity Focus Questions page and selecting the Performance Data button. Additional details about how to download and prepare the data for use will be shared as soon as the spreadsheets are available.

At a minimum, districts will review the last two years (21-22 SY, 22-23 SY) of data for each of the following data points:

- Persistence toward concentrator status, capstone courses, postsecondary enrollment
- Dual credits
- Postsecondary credentials
- WBL experiences
- Placement

The data points listed above represent the most critical student outcomes for CTE. The CTE team did not include graduation rates and academic indicators because of high performance levels and academic indicator data is often based on assessments completed before enrolling in a CTE program of study. A district/campus has the option to review additional data points.

Each recipient is expected to have a data/school improvement team or committee to review the data using a data analysis protocol. A couple of possibilities include the ATLAS protocol or the Notice and Wonder Protocol that will be modeled during the Equity Lab.

ATLAS: Learning from Data

As you will notice from the questions for student performance, districts are asked to consider gaps that may exist between conducting schools (shared and unshared programs) and individual programs of study if the data is available.

Student Performance Questions:

Question	Data Needed	Tips
To what degree are learners persisting in programs to earn concentrator status and to complete Capstone courses? Consider gaps that may exist between conducting schools (shared and unshared programs) and individual programs of study.	Perkins V Data Reports Program of Study data	
How does the district rate in terms of students earning dual credits? Consider gaps that may exist between conducting schools (shared and unshared programs) and individual programs of study.	Perkins V Data Reports Program of Study data	Should consider not just whether they are meeting dual credits but are they meeting the measure of program quality definition of 9+. **Not required for postsecondary**
How does the district rate in terms of students earning postsecondary credentials? Consider gaps that may exist between conducting schools (shared and unshared programs) and individual programs of study.	Perkins V Data Reports Program of Study data	Postsecondary credential includes postsecondary certificates and degrees as well industry certifications
How does the district rate in terms of providing work-based learning experiences for students? Consider gaps that may exist between conducting schools (shared and unshared programs) and individual programs of study.	Perkins V Data Reports Program of Study data	
How does the district rate in terms of student placement? Consider gaps that may exist between conducting schools (shared and unshared programs) and individual programs of study.	Perkins V Data Reports Program of Study data	

After completing the summary sheet and reviewing the ratings, the activity team or the Core Leadership Team should determine a few recommended goals along with potential strategies/activities that will help to accomplish the goals. These recommended goals and potential strategies will be a key part of the activity summary at the Stakeholder Meeting.

Recommended Goals:
Potential Strategies/Activities:

Improve Career Coaching and/or advisement. Provide professional development for instructors Partner with an employer or eligible third-party training provider Add a WBL coordinator for the district

Related Information: The descriptions below help to define the numerators and denominators for various data points.

Secondary Performance Indicators

Secondary CTE Participant: Any student who completes not less than one Career and Technical Education program or program of study.

Secondary CTE Concentrator: Any student who has completed at least two advanced courses in a single Career and Technical Education program or program of study. *Within NLPS, Principles courses are a required prerequisite prior to taking the advanced courses.

Postsecondary Credential Attainment Numerator: The unduplicated number of CTE concentrators in the reporting cohort who attained a postsecondary credential. A postsecondary credential will be defined as a promoted industry certification or state issued license that counts as an Indiana's Graduation Pathways Postsecondary Readiness Competency, or a postsecondary certificate, technical certificate, or degree.

Postsecondary Credit Attainment Numerator: The unduplicated number of CTE concentrators in the reporting cohort who earned at least 9 postsecondary credits in courses that map toward a postsecondary certificate or degree program.

Work-Based Learning Participation Numerator: The unduplicated number of CTE concentrators in the reporting cohort who participated in at least 75 hours of a work-based learning experience where the student has a work record in a position(s) aligned to the student's career pathway on their graduation plan. Examples of a work-based learning experience that would fit this definition include job site placement and internship; apprenticeship/pre-apprenticeship; State Earn and Learn; clinical or practicum; school-based enterprise; or simulated work environment.

Placement Numerator: The unduplicated number of CTE concentrators in the reporting cohort who after 2 quarters from graduation are employed, enrolled in further education and training, or enlisted in the military.

Performance Indicator Denominator: The unduplicated number of CTE concentrators in the reporting cohort.

The table below represents the baseline data based on the 2020 reporting cohort for all secondary performance indicators. The columns for 2021-2024 goals are the approved performance goals as submitted as a part of the Perkins V programs requirements.

Reporting Cohort		2021	2022	2023	2024
Secondary Indicators	**Baseline Level**	**Performance Levels**			
		FY 2020	**FY 2021**	**FY 2022**	**FY 2023**
1S1: Four-Year Graduation Rate	94.99	95	95.5	96	96.5
1S2: Extended Graduation Rate	96.56	97	97.5	98	98.5
2S1: Academic Proficiency in Reading Language Arts	61.20	64	67	70	73
2S2: Academic Proficiency in Math	36.87	43	48.5	54.5	60
2S3: Academic Proficiency in Science	24.73	28	32	36	40
3S1: Post Program Placement	79.49	80.5	82	83.5	85
4S1: Non-Traditional Program Concentration	29.87	31	33	35	36
5S1: Program Quality- Attained a recognized postsecondary credential	46.83	48	**23**	**25**	**28**
5S2: Program Quality – Attained Postsecondary Credits	10.04	12	15	20	25
5S3: Program Quality – Participated in WBL	28.27	30	**17.5**	**20**	**22.5**

Bold numbers in red represent updated performance levels.

Postsecondary Performance Indicators

Postsecondary CTE Participant: A postsecondary CTE participant is any postsecondary student that is enrolled in a designated CTE program regardless of whether they completed secondary CTE.

Postsecondary CTE Concentrator: Any postsecondary CTE participant who earns at least 12 credits within an approved CTE pathway; or has completed a postsecondary program.

Postsecondary Placement Numerator: The unduplicated number of postsecondary CTE Concentrators that are still enrolled in higher ed, employed/workforce, or military in 2nd quarter after graduation.

Postsecondary Credential Numerator: The unduplicated number of postsecondary CTE Concentrators that earned a degree within 150% of the time of the length of the program.

Postsecondary Non-Traditional Numerator: The unduplicated number of concentrators that meet the definition for non-traditional students.

The table below represents the baseline data based on the 2020 reporting cohort for all postsecondary performance indicators. The columns for 2021-2024 goals are the approved performance goals submitted as a part of the Perkins V program requirements.

Reporting Cohort		2021	2022	2023	2024
Postsecondary Indicators	**Baseline Level**	**Performance Levels**			
		FY 2020	**FY 2021**	**FY 2022**	**FY 2023**
1P1: Post Program Placement	99.5	99.5	99.5	99.5	99.5
2P1: Earned Recognized Postsecondary Credential	36.63	38	39	40	41
3P1: Non-Traditional Program Concentration	27.18	28	29	30	31

Opportunity Gap Analysis Lab:

Purpose: To have districts take a deep dive into disaggregated student outcome data focused on enrollments, persistence in CTE programming, Measures of Program Quality, and Placement to identify and improve equity or access gaps.

Stakeholders: Districts are strongly encouraged to identify a "Gap Analysis Team" to participate in the lab and to lead efforts to improve equity and access of CTE programming for all students.

Activity: Districts' teams will be asked to participate in either an in-person or virtual lab led by CTE staff. The lab will include an overview of equity and access in relation to CTE. Afterwards, individual teams will take a deep dive into disaggregated performance data using the Notice and Wonder protocol. The observations and identified root causes from the deep dive will be used to complete the Opportunity Gap Analysis Lab Summary Worksheet which will identify potential strategies to address any potential gaps.

Details:

Background - Ensuring access is a point of emphasis in the Strengthening Career and Technical Education for the 21st Century Act (Perkins V). Perkins V requires recipients to address equity and access as part of the Comprehensive Local Needs Assessment (CLNA) and encourages them to focus on strategies to improve or reduce performance gaps for students who are members of special populations.

Overview – Opportunity Gap Analysis Labs are based on a similar model developed in Ohio. They will utilize a team of local stakeholders to analyze data from both state and local entities to ensure that all students have meaningful access and the opportunity to succeed in high quality CTE programs. Results of the lab will be utilized to complete the CLNA, assist with the strategic planning for and completion of the Local Application, and serve as a starting point for ongoing efforts to ensure equity and access.

Process - Prior to the lab, an equity and accessibility audit will be shared with districts. Districts are encouraged to complete the audit for their CTE programs or minimally to review the audit and consider how it would apply to your district or campus. Participants will be led through a series of facilitated activities to identify and plan for equity in program availability, delivery, and outcomes. These activities include:

1. **Equity and Access for CTE Overview** – An overview of how equity and access apply to CTE will be shared to help participants identify where inequities may exist and gain a better understanding of the factors that may impact students' access to and opportunities to succeed in CTE programs.
2. **Data Analysis & Identifying Performance Gaps** – Using a data analysis protocol, participants will share key observations about data that focuses on access, enrollment and persistence, and student outcomes to identify gaps or areas for growth that will be explored in the following session.
3. **Root Cause Analysis** – Teams will have the opportunity to expound on gaps discovered in the previous activity to analyze the impact on students and to identify possible root causes.
4. **Planning for Equity** – The final part of the lab will allow participants to utilize the knowledge and understandings they have gained throughout the session to create solutions that meet the needs of their students and move toward the goal of improving equity and access to their CTE programs.

The lab will likely only provide enough time to look at one or two data points required for the CLNA. District teams should plan on future meetings to apply the notice and wonder protocol (or another data analysis protocol) to other data points provided by the state.

Schools should review the last two school years 21-22, 22-23 for the following data points. The data for these points will be included in the performance data area of the CLNA portal.

- CTE Enrollments vs Overall School Enrollments
- Enrollments by High, Moderate, and Less than Moderate value course funding categories
- CTE Participation vs CTE Concentrator Status
- CTE Dual Credit Completion
- CTE Postsecondary Credential Completion
- Placement
- WBL participation

TIP: Recipients will be responsible for gathering a disaggregated total enrollment breakdown of the grade 9-12 student populations within their district for the last two years. This data will be used to identify disproportionate enrollments in CTE. Please provide data for the following categories.

- *Males*
- *Females*
- *Gender Unknown*
- *Black*
- *Native American*
- *Asian*
- *Pacific Islander*
- *White*
- *Hispanic*
- *Multi-racial*
- *Race Unknown*
- *Low Income*
- *Students with a Disability*
- *Limited English*
- *Homeless*
- *Foster Youth*
- *Single Parents*

Opportunity Gap Analysis Questions

Question	Data Needed	Tips
To what degree are student groups taking part in CTE at disproportionate levels in comparison to overall student population?	Enrollment demographics compared to total student population.	Recipients must provide disaggregated total enrollment data.
Do any discrepancies exist between the demographics of students enrolled in high value, moderate value, and less than moderate value programs of study?	Enrollment demographics by pathways or by high, moderate, and less than moderate pathways.	
To what degree are learners earning concentrator status at disproportionate levels based on demographics or special population standing?	Enrollments compared to Concentrators.	
To what degree are learners earning dual credit at disproportionate levels based on demographics or special population standing?	Dual credit by demographic/ special population.	May want to look closely at the students earning dual credit and those earning 9+ dual credit. **Does not apply to postsecondary**
To what degree are learners earning postsecondary credentials at disproportionate levels based on demographics or special population standing?	Credentials by demographic/ special population.	
To what degree are learners participating in work-based learning experiences at disproportionate levels based on demographics or special population standing?	WBL by demographic/special population.	
To what degree are learners being placed after program completion at disproportionate levels based on demographics or special population standing?		

After completing the summary sheet and reviewing the ratings, the activity team or the core leadership team should determine a few recommended goals along with potential strategies/activities that will help to accomplish the goals. These recommended goals and potential strategies will be a key part of the activity summary at the Stakeholder Meeting.

Recommended Goals:
Potential Strategies/Activities:

Recruitment, Retention, and Training

Purpose: Districts will gather data regarding recruitment, retention, and training efforts to develop a strategic plan that meets the needs of the district.

Stakeholders: District Administrators and Instructors

Activity: Districts will gather data on recruitment, retention, and training efforts through a survey created by the CTE team. The survey data will then be used by the district to complete a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis, or another similar strategic planning protocol. The leadership team will be responsible for completing the activity summary worksheet which should develop potential strategies/activities that will improve recruitment and retention efforts along with a specific professional development plan for the district's instructors and personnel.

Details: The first step in this process is to complete the data gathering survey around recruitment, retention, and training. The survey is available in the CLNA portal under Recruitment, Retention, and Training Activity.

Survey Questions:

1. Total number of classroom instructors?
2. Additional staff members serving in administration, career advising and/or work-based learning?
3. How many staff members are licensed? Dual credit credentialed? Hold relevant industry certifications? On a nonstandard licensing waiver? On an emergency permit? Work experience only (50% Rule)?
4. How many staff members have been teaching 1 - 2 years? 3 - 5 years? 6 - 15 years? 16 - 25 years? 25+ years?
5. How many instructors are new to your programs this year? Last?
6. What, if any, programs or courses are not being offered this year because a qualified staff member could not be found?
7. Based upon most recent evaluations, how many staff members were rated Highly Effective? Effective? Needs Improvement?

8. To what degree does the diversity of your staff reflect the demographic makeup of your student body?
9. How many instructors would be considered non-traditional (Female staff member in male dominated occupations and vice versa)?
10. What processes are currently in place to post and/or recruit for available teaching positions?
11. What processes are currently in place to induct, orient, and mentor new and newer staff members?
12. To what extent do staff have the opportunity to learn from business and industry?
13. What types of professional development were provided over the last two years? For example: Conferences, Certification Training, Dual Credit Training, Instructional Coaches, etc.
14. What topics did professional development address last year? For example: Program Technical Knowledge, Instructional Practice, Academic Integration, Diversity and Equity Training, etc.
15. What do faculty, staff, and administrators report as needs and preferences for professional development?
16. What, if any, non-traditional arrangements are you using to cover classes? Postsecondary instructors, Eligible third-party training providers? Provided by a local business?
17. What do your staff members say is the best part of teaching at your school?
18. What can you offer teachers that other schools and employers cannot?
19. What are the most common reasons given for teachers leaving?
20. What are the biggest obstacles/challenges to recruit, retain, and train instructors?

SWOT Analysis

After completing the data-gathering survey, districts will be ready to complete a SWOT Analysis that is focused on their recruitment, retention, and professional development efforts. There are plenty of sites on the web that can provide additional information about SWOT analysis, including, what they are and the best way to do them. A few tips to get you started:

- Keep the responses to the focus questions on the summary worksheets in mind as you are completing your SWOT analysis. Pay close attention to the first focus question regarding Labor Market Alignment and the second focus question from Program of Study Size, Scope, and Quality.
- View Strengths and Weaknesses as internal factors that your school has control over and think of Opportunities and Threats as external factors that are outside of your control. Even though Opportunities and Threats are outside of your control, they are the most actionable portions. Your opportunities should provide you possible targets to take advantage of and you should consider what steps you could take to protect against your threats.
- Keep the process simple. SWOT analyses are essentially an informed brainstorming session and do not have to take a lot of time to complete. We encourage you to use the suggestion contained in the below article to have participants write down their thoughts and ideas on sticky notes. After giving participants 10 minutes or so to create the sticky notes, you can have groups categorize and group common thoughts. After this process, you should have the group rank the priorities to help develop a focused plan.

https://www.liveplan.com/blog/what-is-a-swot-analysis-and-how-to-do-it-right-with-examples/

Tip: Recipients will be required to submit a detailed professional development plan as a part of their Local Application.

Recruitment, Retention, and Training Focus Questions

Question	Data Needed	Tips
Rate the overall effectiveness of the district's faculty.	RRT Survey and SWOT Analysis	Be sure to identify any commonalities that may be holding your instructors back.
How well are your recruitment and retention efforts helping you to meet current and future staffing needs?	RRT Survey and SWOT Analysis	
How effective are your current professional development efforts?	RRT Survey and SWOT Analysis	

After completing the summary sheet and reviewing the ratings, the activity team or the core leadership team should determine a few recommended goals along with potential strategies/activities that will help to accomplish the goals. These recommended goals and potential strategies will be a key part of the activity summary at the Stakeholder Meeting.

Recommended Goals:
Potential Strategies/Activities:

Step 4 • Stakeholder Meeting – Present Findings, Set Priorities

The stakeholder meeting will follow a similar format as the last cycle of the CLNA except that the discussion topics should look very different. A possible agenda outline is shared below. Depending on how much the stakeholders have participated in the various activities, you may be able to shorten the "Why are you here" section. A PowerPoint template will be sent out via email to help guide the stakeholder meeting.

Stakeholder Meeting Agenda

I. Welcome and Introductions
II. Why are you here?
   a. Perkins V
   b. CLNA
III. Discussion Topics/Activity Summaries
   a. 5 Discussion Topics 15-20 minutes long – For each discussion topic, the facilitator or organizer of the activities shares an overview of the activity, highlights the significant gaps that were identified as a part of the process and shares the recommended goals and strategies
   b. Stakeholders should have the opportunity to respond to the presenter by:
      i. Being able to ask clarifying questions
      ii. Sharing what they like
      iii. Sharing any wonders or suggestions for improving the goal or the strategies
   c. Record the group's consensus around goals and strategies to be used in the next activity
IV. Determining Priorities and Strategies
   a. Participants should have the opportunity to rank or prioritize the goals and then the strategies in the best position to accomplish the goal. One possible option is to allow participants 5-10 dots that they can vote for the highest priority goals. After determining goals, they should also consider the strategies associated with the goals.

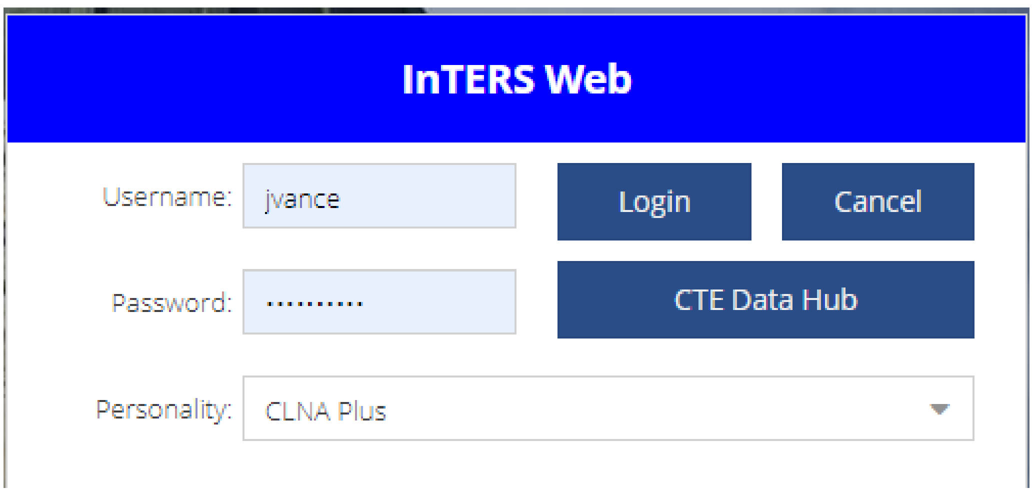
Priority Goal #1	
Strategies/Activities	
Expected Outcomes: **If we do this, then this will happen…**	**Evaluation Methods**
Priority Goal #2	
Strategies/Activities	
Expected Outcomes: **If we do this, then this will happen…**	**Evaluation Methods**
Priority Goal #3	
Strategies/Activities	
Expected Outcomes: **If we do this, then this will happen…**	**Evaluation Methods**

Step 5

- Submit CLNA for review - Due January 31st

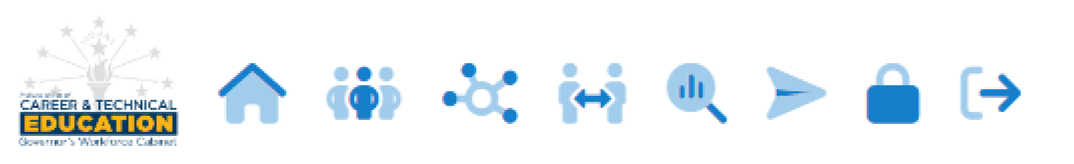
Recipients will use the CLNA portal in InTERS to submit responses to focus questions, identify stakeholder lists, and to upload any supporting documentation. **The deadline to submit the CLNA is March 12th or at least 30 days prior to submission of the Local Application.** The CLNA portal can be accessed by going to the Indy Grants log in site.

https://cte.inters-dwd.com/InTERS_Login/



From the Login page, recipients will use the CLNA Plus Personality. The Area CTE Director is the only person with access to the CLNA Plus portal currently. If you would like to give access rights to additional individuals, please contact Jedd Vance at JVance@che.in.gov.

On the home page, you will notice a ribbon bar at the top of the page.



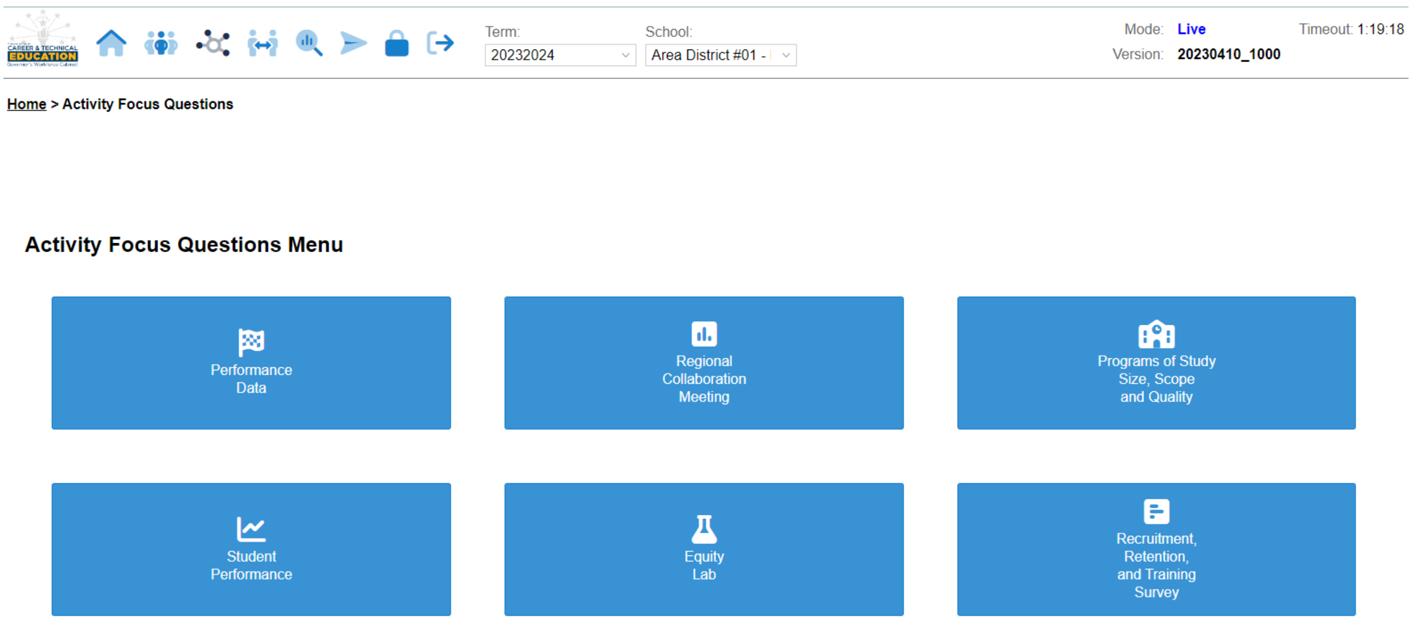
Recipients can begin add members to their Core Leadership Team by using the list of tabs at the top of the screen.

After entering the leadership team, districts should be ready to begin the Activity Focus Questions. On this web page, you will find the Performance Data along with a button for each of the activities.

Data reports can be found by using the Performance Data button on the Activity Focus Questions main page. Reports will be entered as early as September 1st and should be completely updated by September 10th. Additional information will be forthcoming on how to use each of the reports to answer specific questions.

A screen shot of the Activity Focus Questions main page is available below. There is a button for each of the activities that will take you directly to the summary questions for each activity. Additional items like the Size, Scope, and Quality spreadsheet and the Recruitment, Retention, and Training survey can be found by selecting the button for the related activity.

The Program Quadrant Analysis will be active beginning on September 1st.



Area recipients must submit their CLNA on or before March 12th by going to the CLNA Submission Page. The submission page can also be used to upload PDFs of any supporting documents. Recipients must select the submit button for CTE staff to be able to review the CLNA.

Once submitted, CTE staff will review the CLNA to ensure that all requirements have been met and to provide suggestions or ask for additional information. Once approved the recipient is ready to submit their Local Application.

Step 6

- Complete Local Application - Window Opens March 1 – April 1

The Local Application is in the process of being aligned to the current CLNA process. This section of the guidebook will be completed once any modifications have been made.