



# **OKLAHOMA PERKINS V**

COMPREHENSIVE LOCAL NEEDS ASSESSMENT (CLNA)  
TEMPLATE

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# OKLAHOMA CARL PERKINS V NEEDS ASSESSMENT

## NEEDS ASSESSMENT PURPOSE

The Oklahoma needs assessment serves as the foundation of your Carl Perkins grant application. The purpose is to take an in-depth look at your Perkins funded programs and programs of study. The assessment outcome is to **identify areas where targeted improvements can lead to increased opportunities for student success and to direct your budget decisions**. As required by federal legislation, a copy of the needs assessment will be attached to your local application. Likewise, the questions in Section 2 of the grant application are a summary of the priorities and budget items identified in the last step of this assessment.

This document will guide you step-by-step through the assessment process. While it may appear lengthy and overwhelming, please know that it looks that way because the data you will use for analysis is included so that you do not have to research it. Our goal in designing the assessment was to make it as helpful and user-friendly as possible.

*Perkins V Legislation: 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. Sec. 134(C)1*

# Perkins V Process

Comprehensive Local Needs Assessment (CLNA)—Completed 1st and 3rd years of grant cycle

Student Opportunities

Data Driven Decisions

Directs Budget Decisions

Foundation for Local Application

## Local Application

Attach CLNA

CLNA Aligns With Application Questions

## COMPREHENSIVE LOCAL NEEDS ASSESSMENT PURPOSE

1. Identify areas of strength in CTE programs
2. Identify areas of weakness and gaps in CTE programs
3. Future direction is based on data and validated by stakeholders and partners

**CONDUCT UPDATES EVERY TWO YEARS**

Needs assessment  
forms the  
foundation of the  
local application

## LOCAL APPLICATION PURPOSE

1. Describe applicant's vision of action for CTE
2. Identify strategies, solutions and investments to sustain and strengthen CTE programs
3. Identify strategies, solutions and investments to address weaknesses and gaps in CTE programs

**SUBMIT EVERY FOUR YEARS—UPDATE BUDGET AND  
ANY CHANGES EVERY YEAR**

## FIRST THINGS FIRST

1. Determine if your school will submit your local application as a partnership, consortium, or individual district or technology center:
  - A. **Individual District or Technology Center**
  - B. **Consortium:** Serves primarily for operating joint projects that provide services to all participating members. See Oklahoma Perkins V Definitions for additional information.
  - C. **Partnership/Cooperative:** all projects are selected and operated by the technology center.
2. The data for your individual school is accessible through links in the needs assessment.
3. The Carl Perkins V legislation has specific definitions for certain words. An **Oklahoma Carl Perkins V Dictionary** is in *The Answers: To Your Questions, Plus Examples and Definitions* document. Likewise, to assist you, key definitions are also included in this document.

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*Carefully consider the consortium or partnership you join. The local application is for a period of four years. If you start in one consortium/partnership and want to change to a different one during the four-year period, the group you join will have to conduct a new needs assessment.*

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## APPLICANT INFORMATION

Individual District/School or Lead School Name:	Select Applicant Type: Choose an item.	List <u>All</u> Consortium District Members:
Primary Contact Name: (If consortium, list lead contact)	Primary Contact Email Address:	Primary Contact Phone Number:

## ASSESSMENT INSTRUCTIONS—ASSESSMENT AND STAKEHOLDER TEAMS

1. Identify the district/consortium leadership team that will guide the needs assessment and facilitate final decision-making. Typically, this will represent a group of 2 – 3 individuals who work in the district, school, or the Lead Education Agency (LEA) for the consortium.
2. Using the **Stakeholder Table**, identify the stakeholders that will give input in data review and determining increased opportunities for students.
3. Make a plan for seeking stakeholder feedback. Stakeholder input may be gathered through a variety of means.
  - During the needs assessment training
  - One large collective meeting
  - Advisory committee meetings, i.e. program, business and industry, academic, etc.
  - Focus groups
  - Student and parent surveys
  - Listening sessions
4. Using the following six-step CLNA process (p. 8), analyze the provided data in the next pages. Each step includes discussion questions to use when reviewing the data with the stakeholders and collecting their input.

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*See Stakeholder Input Processes and Procedures in Needs Assessment Instructions and Examples Document.*

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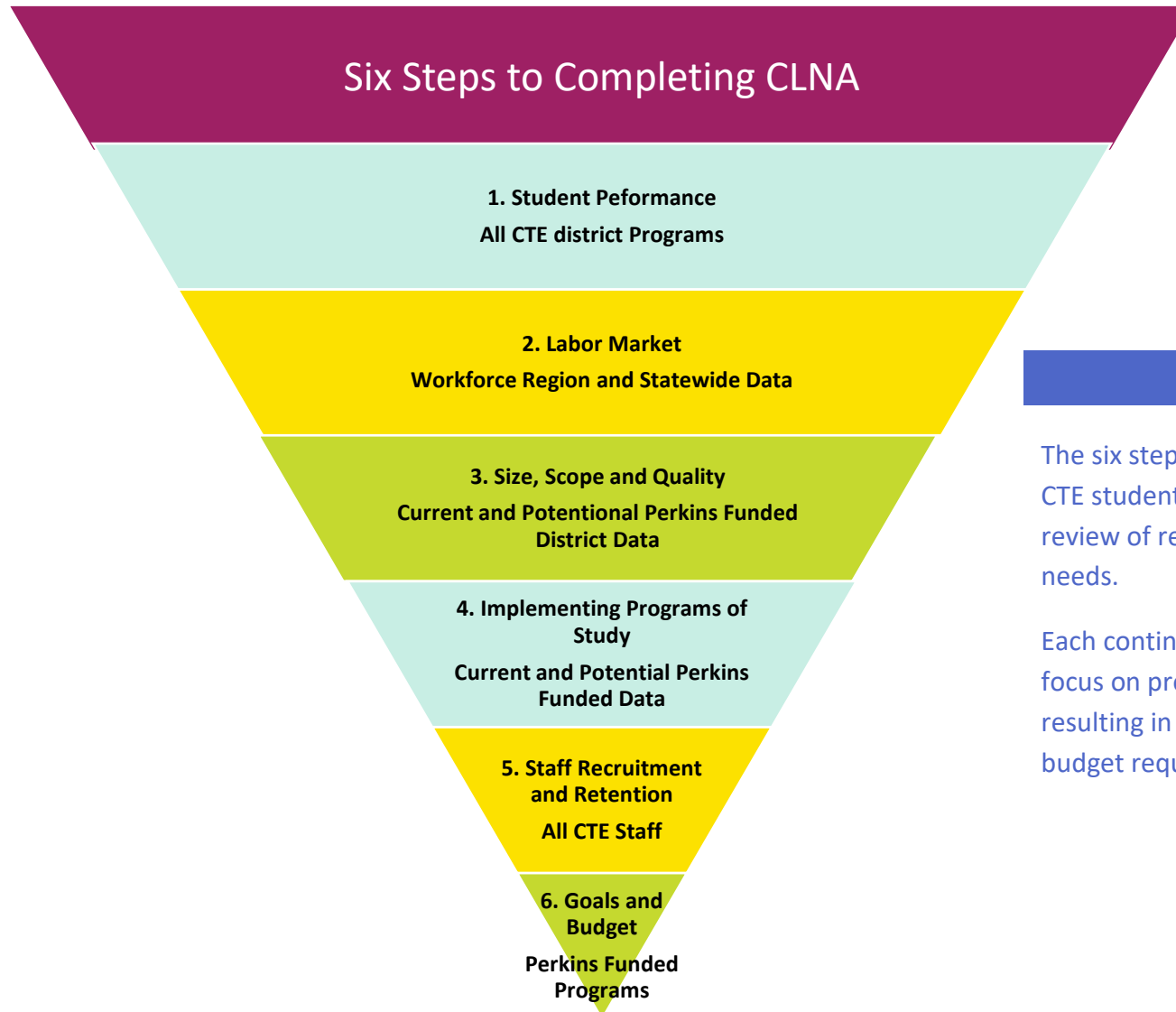
**Stakeholder Participation Table**

List at least one person’s name, job title and organization in EACH of the following 15 areas (Indian Tribe Representatives are only optional category. (See *The Answers* document for stakeholder resources)

Representatives of Education Entity	Representatives of Post- Secondary Institutions	Representative of Business and Industry and Workforce Boards	Representatives of Agencies Serving Special Populations	Representatives of Indian Tribes and Tribal Organizations (If applicable)	Parents and Students
CTE Teacher(s):	Faculty Member(s):	Business and Industry:	Out-of-School Youth:		Parents:
Career Guidance and Academic Counselor(s):	Administration Member(s):	Workforce Board:	Homeless Children and Youth:		
Principal(s):			At-Risk Youth:		Students:
Other School Administrators:			Special Populations:		

**Note:** Perkins law states that you shall get input from each of the above stakeholders. The only optional group is the Representatives of Indian Tribes. A stakeholder may represent more than one group, for instance, an out-of-school youth representative may also serve homeless youth and children. In this instance, be sure to write representative’s information in both locations.

## COMPLETING THE NEEDS ASSESSMENT



The six steps begin with a broad focus on all CTE student performance followed by a review of regional and state workforce needs.

Each continual step leads to a more narrow focus on programs of study and programs resulting in goals for your application and budget request



## STEP ONE: STUDENT PERFORMANCE DATA

### Overview

This section focuses on all CTE programs. The law requires applicants to review student performance data as a total group and broken out by Special Populations. The intent is to conduct an analysis and identify areas of strength and gaps where student performance needs to increase. The data is presented as percentages and based on student concentrators.

1. The student data represent a two-year history for your district. Each school in a consortium should examine their individual school's data.
2. Review the data and determine if:
  - a) Your school meets the state and local goals,
  - b) In the areas where performance measures are not reached, explore the programs to determine the cause.
3. Use the data analysis and discussion questions to gather input from stakeholders on ways to duplicate strengths and address challenges.
4. Based on the data and stakeholder input, record your steps for improvement.

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### ***Key Definition: Concentrator***

(A) At the secondary school level, a student served by an eligible recipient who has completed at least 2 courses in a single career and technical education program or program of study. (Perkins V 134(c)(2)(A))

(B) At the postsecondary level, a student enrolled in an eligible recipient who has:

- (i) earned at least 12 credits within a career and technical education program or program of study; or
- (ii) completed such a program if the program encompasses fewer than 12 credits or the equivalent in total.

(C) At the technology center postsecondary level, two courses or 240 clock hours.

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### 1. STUDENT PERFORMANCE DATA

Follow the link below to access the most recent Perkins V performance data for your school. This link also contains Perkins V performance measure definitions and state performance goals. Review this information to identify performance levels and disparities in performance for your school/consortium.

[Student Performance Data](#)

## 2. DISCUSSION POINTS

You are not required to include responses to the discussion points in this section.

- How are students performing? Is there an increase or decrease in performance?
- How are students in Special Populations performing? Are they performing at the same level as the total students (row one)?
- Which groups of students are struggling the most?
- What is getting the way of reaching performance measure standards?
- What are the data performance strengths?

## 3. KEY DATA ANALYSIS

Review your data analysis and responses from stakeholders.

**LIST any disparities or gaps between your current Local Actual Performance levels (%) and the State Goal Levels (%) in all of these Performance areas:**

- **4-year graduation rate:**
- **Academic proficiency in Reading/Language Arts:**
- **Academic proficiency in Mathematics:**
- **Academic proficiency in Science:**
- **Post-secondary placement:**
- **Non-traditional enrollment:**
- **Participation in work-based learning:**

**Describe actions your organization will take to eliminate these disparities or gaps if no meaningful progress has been made by the end of the third program year:**

## STEP TWO LABOR MARKET ALIGNMENT

### Overview

This section focuses on current and potentially Perkins-funded programs. Perkins V requires an analysis of how CTE programs are meeting local and state workforce needs. In this step, you will review projected occupational needs and compare the growth projections to your program offerings.

Perkins V Sec 134 (c)(2)(B)(ii)

1. Review the Oklahoma map below to identify the workforce region that best represents the district your school/consortium serves. If your district covers more than one region, use the region that represents the majority of the district.
2. Contact your Workforce Region Board, utilize the EMSI information links below and/or utilize other sources such as JobEQ, U.S. Department of Labor, surveys, Chamber of Commerce information to gather current labor market data for your region. Compare the programs offered in your district to this information to determine:
  - a. if your programs occupations will experience growth, remain stable or decline in the next ten years, and
  - b. if your programs lead to high wage occupations. See below example.
3. In Step 1: Occupational Data below, copy/paste or link to all data sources used. Data documentation may also be provided as an identified attachment to your CLNA.
4. Share the data with your stakeholders and, using the discussion questions, get their input into program development.
5. Determine if your programs/programs of study meet or lead to at least two of the three definitions—high wage, high skills, and/or in-demand jobs.
6. Record any actions that need to take place because of the data analysis and discussions with stakeholders.

### Key Definitions

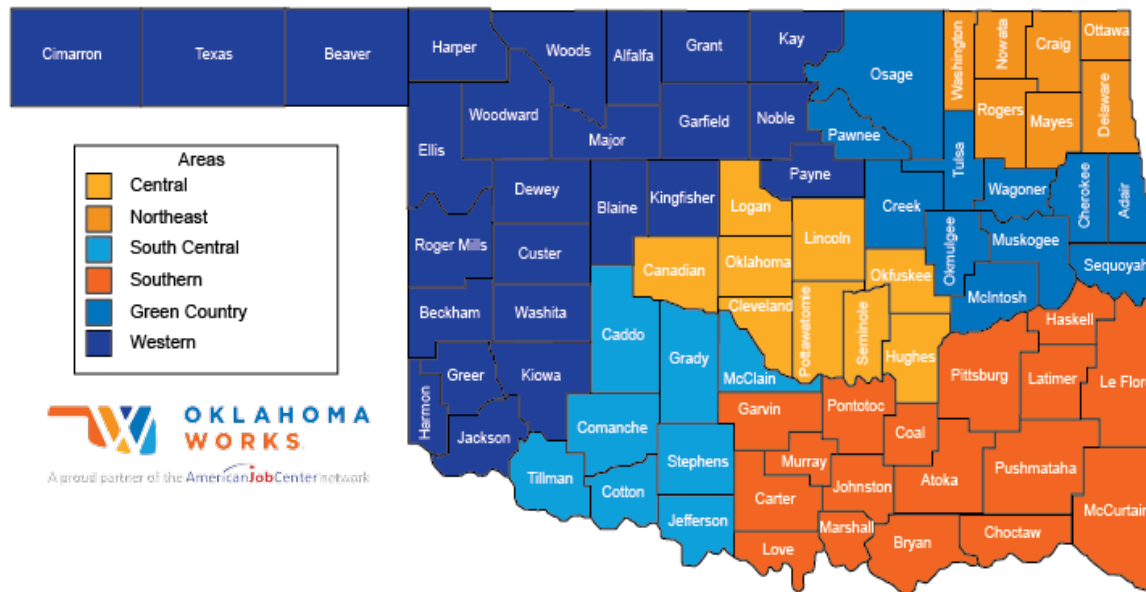
**High Wage:** Jobs that pay more than the median wage compared to the regional occupational wage. Any amount over \$17.18 per hour is considered high wage.

**High Skill:** Jobs that require a high school diploma and postsecondary training/education or high school diploma and intensive on-the-job training such as an apprenticeship

**In-Demand Jobs:** An industry sector that has jobs that lead to economic self-sufficiency or opportunities for advancement and contributes to the growth or stability of supporting business and industry sectors

STATE AND REGIONAL WORKFORCE DATA

### Workforce Development Areas



Click on these links to go directly to EMSI provided labor market data for the region shown:

- [Central](#)
- [Northeast](#)
- [South Central](#)
- [Southern](#)
- [Green Country](#)
- [Western](#)

1. OCCUPATIONAL DATA

Career Cluster		Current Employment	Total New Employee 2029 Forecast	Total New Employment 2033 Forecast	Median Pay Per Hour
Agriculture, Food and Natural Resources	Central Region	10,458	5,991	12,024	\$20.71
	Statewide	52,681	26,274	52,578	\$21.75
Health	Central Region	71,148	80,932	84,640	\$36.12
	Statewide	166,208	185,417	192,937	\$34.85
STEM	Central Region	11,690	12,465	12,745	\$48.72
	Statewide	25,188	27,502	28,292	\$47.89

**Example**

Any number above the State Median pay per hour (\$17.18) is defined as **high wage**.

Note: Agriculture and STEM show a much lower growth rate than does Health. Keep in mind that although the growth rate may be lower, there may still be a need for training on specific skill sets.

**Insert Occupational Data here.**

Copy and paste, or link below, all labor market data used to determine if your programs are high skill, high wage, in-demand. Information may also be provided as an attachment to your CLNA.

2. DISCUSSION POINTS

You are not required to include responses to the discussion points in this section.

- What occupations are projected to experience the most growth in the region and/or state?
- What occupations will experience the least growth in the region and/or state?
- What program adjustments, if any, are necessary to address occupational **growth** in the region or state?
- What program adjustments, if any are necessary to address **slow or no growth** in the region or state?
- Do the program lead to high wages, high skills and/or in-demand jobs?
- What technical and soft job skills are your stakeholders seeking in employees?

### 3. KEY DATA ANALYSIS

Review the data analysis and responses from stakeholders.

**List the actions you will take to increase high skill, high wage, in-demand opportunities or Programs of Study for your students.**

## STEP THREE: SIZE, SCOPE AND QUALITY

### Overview

This section focuses on only current and potentially Perkins-funded programs. Carl Perkins legislation requires that CTE programs offered are of sufficient size, scope, and quality to meet student needs. The purpose of the definitions is to help drive funds to quality, equitable and impactful programs that prepare learners for success.

Perkins V, Sec. 134 (c)(2)(B)(i)

Sources: Oklahoma CareerTech Rules and 2018 ACTE Quality CTE Program of Study Framework

### Instructions

1. Review all programs against the size, scope and quality definitions.
2. Identify the programs/Programs of Study that do not meet the size, scope and quality definitions.
3. Record any actions that will be taken to bring programs into alignment with the definitions.

1. SIZE, SCOPE AND QUALITY REVIEW

**Size:** Evidence demonstrating that facilities, equipment, class enrollment and programs of study allow the program to address all student-learning outcomes. Specific details are outlined below and in the CareerTech Rules, Chapter 20 Programs and Services.

<b>Size</b>	<b>Facilities</b>		Local education agency shall provide CareerTech programs with facilities to assure safe and orderly quality instruction to meet each program’s objectives for <b>high-skill, high wage or in-demand occupations</b> accessible to all students.				
	<b>Equipment</b>		Local education agency is responsible for providing industry-recognized equipment and supplies that meet or exceed appropriate federal, state and local standards to support the program and ensure quality.				
	<b>Maximum enrollment per class</b>	<b>Agricultural Education</b> 25— Classroom 15— Mechanics and Horticulture	<b>Business Marketing and Information Technology</b> 25 at ratio of 1 per work station	<b>Family and Consumer Sciences</b> 24—Classroom 20—Laboratory	<b>Health Careers</b> K-12: 10 minimum-18 maximum Tech Center: 10 minimum, 18 maximum. 15 maximum high school students if program is student centered 8 minimum, 12 maximum for adult only programs (or as per clinical space, accrediting bodies, equipment/classroom supplies etc.)	<b>Science, Technology, Engineering and Mathematics</b> 24 All programs	<b>Trade and Industrial Education</b> 20 - All programs except Cosmetology 22— Cosmetology

**Scope:** The curricular expectations of each program/program of study in terms of curriculum content, sequencing and articulation, and work-based learning. Specific details are included in the table below.

<b>Scope</b>	<b>Curriculum</b>	<ul style="list-style-type: none"> <li>• Curriculum is based on industry-validated technical standards and competencies.</li> <li>• Curriculum incorporates employability skill standards that help students succeed in the workplace, such as problem solving, critical thinking, teamwork, communications and workplace etiquette.</li> <li>• Curriculum is developed with employer input to prepare students for both further education and in-demand and emerging careers.</li> </ul>
	<b>Work-Based Learning</b>	<ul style="list-style-type: none"> <li>• Work-based learning experiences develop and reinforce relevant national, state and/or local standards</li> </ul>

**Quality** Programs and/or programs of study where the applicant meets the required Perkins V performance measures.

<b>Quality</b>	Programs and/or programs of study where the applicant meets the required Perkins V levels of performance. (See Student Performance Data Section)	
		<ul style="list-style-type: none"> <li>• High school graduation</li> <li>• Academic standards proficiency</li> <li>• Positive placement</li> <li>• Program Quality</li> <li>• Non-traditional enrollment</li> </ul>



2. IDENTIFY PROGRAM COMPLIANCE.

After reviewing the Size, Scope & Quality requirements above and analyzing your data, use the table below to indicate if your Perkins funded programs fit the size, scope and quality definitions.

Click on the words “Choose an item” to access a dropdown menu. Select an answer in ALL category areas. Choices are either Yes, No or No Program in This Area.

	Agriculture Education	Business, Marketing and Information Technology	Family and Consumer Sciences	Health Careers	Science Technology Engineering and Mathematics	Trade and Industrial Education
<b>Size</b>	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
<b>Scope</b>	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
<b>Quality</b>	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.

3. KEY DATA ANALYSIS

If all programs are in alignment with the size, scope or quality definitions, please state that here. For programs that are not in alignment, list the actions that will be taken to bring them into alignment.

## STEP FOUR IMPLEMENTING PROGRAMS OF STUDY

### Overview

This section focuses on current and programs with the potential to be Perkins-funded. The purpose is to determine the district/consortium's progress toward implementing CTE programs of study.

**Note:** At least one complete Program of Study must be submitted with the local application for each approved CTE program area in which the school is budgeting Carl Perkins funds.

#### Program areas include:

- Agriculture Education
- Business and Information Technology (BITE)
- Family and Consumer Sciences (FACS)
- Health Careers
- Marketing
- Science, Technology, Engineering and Math (STEM)
- Trade and Industrial Education

#### FYI—Oklahoma [Program of Study Resources](#)

Perkins V Sec. 134(c)(2)(C)

### Instructions

1. After reading the program of study related questions, select the response that best reflects your CTE programs.
2. List the actions you will take to assure all programs of study meet the standards.

1. PROGRAM OF STUDY QUESTIONS

For each question, click on the words “Choose an item” to access the dropdown menu. Select an answer (0-3) for every question.

Standards	0 = Not at all Achieved, 1 = Minimally Achieved, 2 = Moderately Achieved, 3 = Substantially Achieved
<b>Sequencing and Articulation</b> This element addresses the key components of the definition of a program of study and the articulation, coordination and collaboration that support programs of study, career pathways and accelerated learning	
1. The program of study includes a sequence of courses and/or competencies across secondary and postsecondary education that incorporates technical, academic and employability knowledge and skills.	Choose an item.
2. Programs and programs of study start with broad foundational knowledge and skills and progress in specificity to build students’ depth of knowledge and skills.	Choose an item.
3. Secondary and postsecondary CTE staff collaborate on course sequencing, vertical alignment and opportunities for credit transfer agreements.	Choose an item.
4. Content in programs and programs of study are non-duplicative and are vertically aligned to prepare students to transition seamlessly to the next level of education.	Choose an item.
5. Progression through the program of study results in a related industry recognized certification, licensure or Associate Degree.	Choose an item.
<b>Engaging Instruction.</b> This element addresses instructional strategies within a student-centered learning environment that support student attainment of relevant knowledge and skills.	
6. Project-based learning and related instructional approaches, such as problem-based, inquiry-based, and challenge-based learning, are fully integrated into programs and programs of study.	Choose an item.
7. Instruction emphasized the connection between academic and technical knowledge and skills, including through cross-disciplinary collaboration.	Choose an item.
8. Instruction is flexible, differentiated and personalized to meet the needs of a diverse student population	Choose an item.
9. Instruction incorporates relevant equipment, technology and materials to support learning.	Choose an item.

Standards	0 = Not at all Achieved, 1 = Minimally Achieved, 2 = Moderately Achieved, 3 = Substantially Achieved
<b>Student Career Development</b> This element addresses strategies that help students gain career knowledge and engage in education and career planning and decision-making, including career counseling, career assessments,	
10. Each CTE student has an Individual Career Academic Plan (ICAP) that reflects exploration of the student’s interests, preferences and abilities; and informs course selection, planning for further education and career, and involvement in extended learning.	Choose an item.
11. Students in programs of study have access to job search information as they near completion of a program of study.	Choose an item.
12. Career development activities are aligned with relevant national, state and/or local standards.	Choose an item.
13. Students in the program of study and their parents/guardians are provided accurate and timely information on extended learning experiences available through the programs of study, such as work-based learning, CTSO participation and articulated credit.	Choose an item.
<b>Access and Equity.</b> This element addresses program of study promotion, student recruitment and equity for various student populations.	
14. The program of study is promoted to all potential participants and their parents/guardians in a manner that is free from bias, inclusive and non-discriminatory.	Choose an item.
15. Students are actively recruited from populations that have been traditionally underrepresented, including by gender, race and ethnicity, and/or special population status.	Choose an item.
16. Career guidance is offered to all potential and current program of study participants in a manner that is free from bias, inclusive and non-discriminatory.	Choose an item.
17. Facilities, equipment, technology and materials are provided in a way that ensures all students have the opportunity to achieve success in the program or program of study, including by meeting Title IX Americans with Disabilities Act and other accessibility requirements.	Choose an item.
18. Curriculum, instruction, materials and assessments are free from bias, inclusive and non-discriminatory, and offered in a way that ensures all students have the opportunity to achieve success in the program or program of study, including through accommodations, as appropriate.	Choose an item.
19. Supportive services, such as tutoring and transportation assistance, are provided to ensure all students have the opportunity to achieve success in the program or program of study, as appropriate.	Choose an item.
20. Appropriate actions are taken to eliminate barriers to extended learning experiences, such as work-based learning, CTSO participation, and articulated credit, for all students, including special populations.	Choose an item.

## 2. KEY DATA ANALYSIS

Review the data analysis and responses from stakeholders.

**List actions the school will take to increase opportunities for students to enter into and complete high-quality Programs of Study.**

## STEP FIVE STAFF RECRUITMENT, RETENTION AND TRAINING

### Overview

Applicants are required to provide a description of how the recipient will improve recruitment, retention and training of faculty and staff. This includes CTE teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.

### Instructions

1. After reading the questions, select the response that best reflects your staff.
2. List the actions you will take to assure all employees meet the standards.

## 1. STAFF STANDARDS QUESTIONS

For each question, click on the words “Choose an item” to access the dropdown menu. Select an answer (0-3) for every question.

Standards	0 = Not at all Achieved	1 = Minimally Achieved
	2 = Moderately Achieved	3 = Substantially Achieved
1. CTE staff meet appropriate state, district and/or school certification and licensing requirements.	Choose an item.	
2. CTE educators maintain up-to-date knowledge and skills across all aspects of an industry.	Choose an item.	
3. CTE educators maintain relevant evidence-based pedagogical knowledge and skills.	Choose an item.	
4. CTE staff engage in ongoing, rigorous professional development on a wide range of topics covering all elements of a program of study.	Choose an item.	
5. CTE administrators ensure faculty and staff have the time, resources and supports to implement each element of a program of study.	Choose an item.	
6. CTE and academic staff collaborate regularly and frequently to coordinate curriculum, instruction, assessment and extended learning activities and to analyze data for program improvement.	Choose an item.	

## 2. DISCUSSION POINTS

You are not required to include responses to the discussion points in this section.

- To what degree are there sufficient faculty and staff to offer high-quality programs of study and career development?
- To what degree are faculty adequately credentialed.
- To what degree do they have adequate workplace experience in the program area?
- What processes are in place to recruit faculty and staff?
- What process are in place to induct and retain faculty and staff?
- To what degree do you offer regular, substantive professional development opportunities for faculty, staff and administrators?

### 3. KEY DATA ANALYSIS

Review the data analysis and responses from stakeholders.

**List the actions school will take to increase opportunities to recruit and retain quality CTE staff. Discuss how you will provide them with relevant professional development.**

## STEP SIX CONCLUSIONS AND ACTION ITEMS

**Overview:** This legislation requires that applicants describe the results of the needs assessment in the Carl Perkins application. This section contains the content that will be submitted in the application.

1. Review the Key Data Analysis section in each Step, focusing on the actions for growth and/or reducing performance gaps.
2. Based on this review, identify the district's/consortium's goals for **increasing student opportunities**.
3. Prioritize the goals starting with the most important and list in descending order.
4. List the budget requests required to fulfill the actions.

### 2. DISCUSSION POINTS

You are not required to include responses to the discussion points in this section.

- Based on the responses in previous section of this needs assessment, what are your strongest programs? The weakest? What is your plans for continued support of strong programs and transforming or retiring weaker ones?
- Which performance indicators are you struggling with the most? What strategies do you plan to employ to address those needs?
- To what degree are there immediate employer needs in your community that you can help meet?
- Which professional development needs are most pressing?
- Which programs or program elements are the least accessible to particular student groups?



3. KEY DATA ANALYSIS

**PRIORITIES AND BUDGET REQUESTS**

Based on your analysis of the CLNA information and input from stakeholders, list your top 3-5 CTE funding priorities for the next 2 years. List the actions to be taken to meet each priority. Do not list specific items to be purchased or amounts to be spent.

**Priorities should be selected based on data and stakeholder input. Funding requests must be tied to CLNA priorities.**

List top 3 – 5 CTE PRIORITIES for next 2 years	ACTIONS to be taken to meet Priorities
<b>Sample:</b> Increase student awareness of and completion of High Skill, High Wage, In-Demand CTE Programs of Study by at least 15%	Pay 50% of salary & benefits for (2) Career Counselors: one at Middle School and one at High School.

**Note:** The Priorities listed above must match the priorities listed in Question 2.1 of your Worksheet application. The Actions listed above must match the actions listed in Question 2.2 of your Worksheet Application.

**CLNA Template Completion Checklist:**

Complete Applicant Information – Page 6

Complete Stakeholder Participation Table – Page 7

Step 1: Student Performance Data. Attach all data documentation utilized to analyze student performance data **and** complete Key Data Analysis.

Step 2: Labor Market Alignment. Copy/paste/attach all occupational and labor market analysis **and** complete Key Data Analysis

Step 3: Size, Scope and Quality. Complete Program Compliance Table **and** list actions or compliance level

Step 4: Implementing Programs of Study. Complete Program of Study table **and** Key Data Analysis

Step 5: Staff Recruitment, Retention and Training: Complete Staff Standards table **and** Key Data Analysis

Step 6: Conclusions and Action Items: List top 3-5 priorities for the next 2 years **and** the ACTIONS required to meet these priorities.