

Perkins V - Comprehensive Local Needs Assessment (CLNA) Informational Meeting

Presented by Dr. Audra Patridge

Community and Technical Colleges-Workforce
Education

November 8, 2023

Agenda

1. Greetings on Behalf of Dr. Tina Jackson, Assistant Commissioner
2. Staff Introductions
3. Comprehensive Local Needs Assessment (CLNA)
4. Relationship between CLNA and Local Application

Greetings

on behalf of
Tina Jackson, Ph.D.,
Assistant Commissioner, Workforce Education

Community and Technical College Staff



Mindy Nobles



Tanisha Shorter-Lott



Duane Hiller



Dr. Audra Patridge

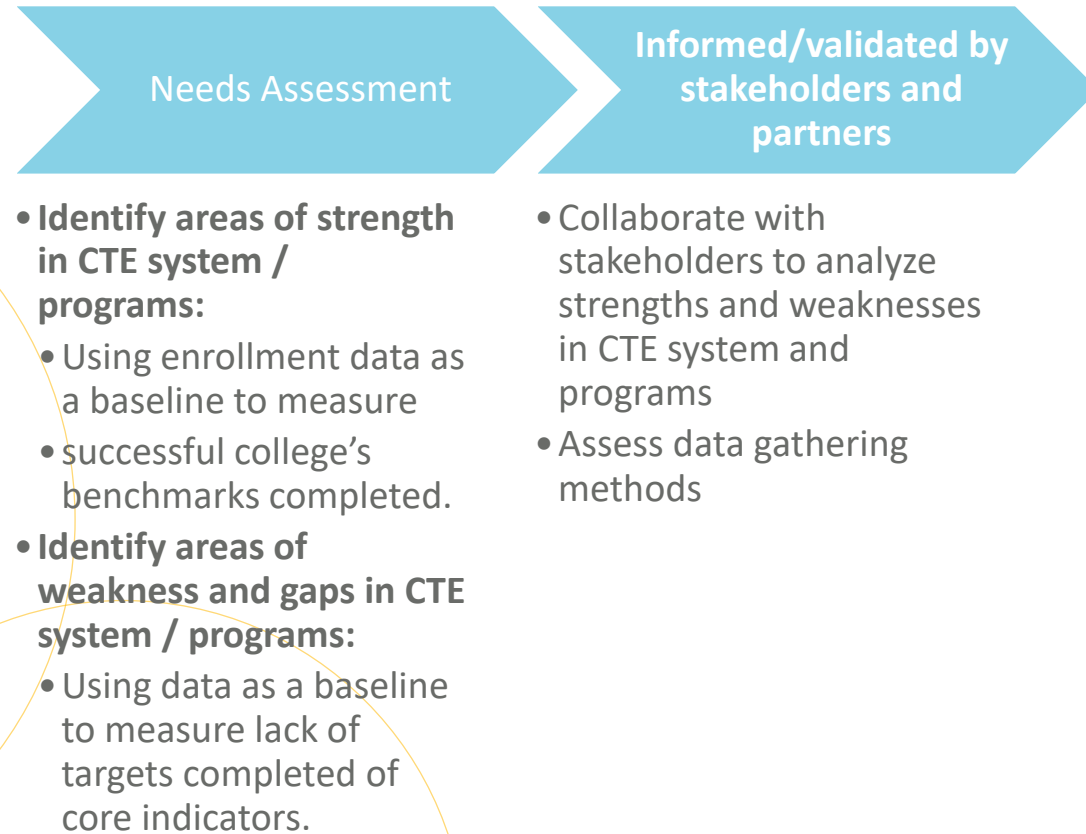
What's New?

- CLNA Guide
- CLNA Template
- Updated CLNA [website](#)
- CLNA Submission Process via [Smartsheet](#)

What is the CLNA?

- Specifically, Section 134(c) of the Perkins V law states:
- “To be eligible to receive financial assistance under this part, an eligible recipient shall —
 - (A) conduct a CLNA related to career and technical education and include the results of the CLNA in the local application submitted under subsection (a); and
 - (B) not less than once every 2 years, update such CLNA.”
- A requirement that is included in the Local Application
- Involves a wide group of stakeholders reviewing six elements, including student performance data, program quality, labor market needs, educator development and special populations’ access to programs.
- The goal of a needs assessment is to help educators identify, understand, and prioritize the needs that postsecondary institutions must address to improve performance.

Relationship Between CLNA and Local Application



Local Application

1. Lay out eligible recipient's vision or theory of action for CTE

- Develop a detailed workplan, budget, and governance model that demonstrates how goals and objectives will lead to intended outcomes.

2. Identify strategies, solutions and investments to sustain and scale strengths in CTE system / programs:

- Develop an infrastructure that builds upon current plan

3. Identify strategies, solutions and investments to address weakness and gaps in CTE system /programs

- Using analysis on failed targets, develop infrastructure that includes investment that focuses on weak areas.

CLNA Questions to Consider

- What strengths and gaps were identified by your needs assessment regarding student performance?
- What subpopulation of students could benefit from additional evidence-based services/supports?
- What priorities are you setting to address the gaps or challenges identified for the CLNA that will be presented in your local application?
- What new or current partners will support student performance priorities identified?
- What new and/or modified policies, evidence-based activities, or structures must be developed and implemented in order to improve student performance?

What must be addressed?

Student performance on federal accountability indicators, **disaggregated**

How programs are aligned to **labor market needs**

Whether programs are of sufficient **size, scope and quality** to meet all students' needs

Progress toward implementing programs and **programs of study**

Efforts to improve recruitment, retention and training of **faculty and staff**

Progress toward **improving access and equity**

Sections of the CLNA

Section 1: Stakeholders In The CLNA Process

In conducting the comprehensive local needs assessment under subsection 134(c), and developing the local application described in subsection 134(b), an eligible recipient shall involve a diverse body of stakeholders, including, at a minimum:

- Representatives of career and technical education programs in a local educational agency or educational service agency: teachers, guidance counselors, principals, administrators, support services
 - Representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators
 - 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
- **Strategies/Action Steps:**
 - Indicate the key stakeholders (individuals and groups) involved in the completion of this needs assessment
 - List, by name (and optional links to), any other stakeholder groups consulted with (but not directly involved) in the completion of the needs assessment:
 - Summarize the key stakeholder feedback

Stakeholder Representatives

Stakeholder Groups
Representatives of CTE programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals
Representatives of CTE programs at postsecondary educational institutions, including faculty and administrators
Representatives of the state board or local workforce development boards and local or regional industries
Students and Parents (optional)
Representatives of Perkins special populations
Representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth
Representatives of Native American tribes and tribal organizations in the state, where applicable

Section 2: Student Performance Data Reviewed

1. Where are there gaps in performance among students from special populations? Why?
 2. Where are there gaps in performance among demographic subgroups (special populations)? Why?
 3. Are there disparities in various populations' and/or subgroups' performance in specific programs? Why?
 4. In what programs are there a disproportionate number of men or women enrolled? How long have there been discrepancies in performance and what, if anything, has been attempted to remedy them?
- **Strategies/Action Steps:**
 - Review Data
 - Determine the Strategies/ Action Steps to Reach Student Performance.

Data Example

- Each institution will log in securely into the [MOVEit Portal](#) to retrieve their data to answer the student performance data questions as it relates to the [Perkins V 3 Indicators of Performance](#).
- Refer to the [MOVEit Portal Guide](#) for instructions on downloading the data.

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	Actual Performance	State Determined Level of Performance	Met or Not Met (performance gaps and disparities)
1	Grand Total - UNDUPLICATED	4572	5530	82.68%	83.20%	99.37%
GENDER						
2	Male	1987	2418	82.18%	83.20%	98.77%
3	Female	2585	3112	83.07%	83.20%	99.84%
RACE/ETHNICITY (1997 Revised Standards)						
4	American Indian or Alaskan N	10	14	71.43%	83.20%	85.85%
5	Asian	102	134	76.12%	83.20%	91.49%
6	Black or African American	323	421	76.72%	83.20%	92.21%
7	Hispanic or Latino	2901	3438	84.38%	83.20%	101.42%
8	Native Hawaiian or Other Pac	6	11	54.55%	83.20%	65.56%
9	White	1006	1233	81.59%	83.20%	98.68%
10	Two or More Races	152	193	78.76%	83.20%	94.66%
11	Unknown	72	86	83.72%	83.20%	100.63%
SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)						
12	Individuals with Disabilities	16	25	64.00%	83.20%	76.92%
13	Individuals from Economical	1840	2227	82.62%	83.20%	99.31%
14	Individuals Preparing for Non	899	1067	84.25%	83.20%	101.27%
15	Single Parents	614	752	81.65%	83.20%	98.14%
16	Out of Workforce Individuals	917	1207	75.97%	83.20%	91.31%
17	English Learners	106	127	83.46%	83.20%	100.32%
18	Homeless Individuals	16	20	80.00%	83.20%	96.15%
19	Youth in Foster Care	6	8	75.00%	83.20%	90.14%
20	Youth with Parent in Active M	16	24	66.67%	83.20%	80.13%
CAREER CLUSTERS						
21	Agriculture, Food & Natural R	81	110	73.64%	83.20%	88.51%
22	Architecture & Construction	83	94	88.30%	83.20%	106.13%
23	Arts, A/V Technology & Comm	261	334	78.14%	83.20%	93.92%
24	Business Management & Adm	650	782	83.12%	83.20%	99.90%
25	Education & Training	203	267	76.03%	83.20%	91.38%
26	Finance	73	88	82.95%	83.20%	99.70%
27	Government & Public Adminis	41	45	91.11%	83.20%	109.51%
28	Health Science	1465	1709	85.72%	83.20%	103.03%
29	Hospitality & Tourism	84	111	75.68%	83.20%	90.96%
30	Human Services	294	354	83.05%	83.20%	99.82%
31	Information Technology	572	728	78.57%	83.20%	94.44%
32	Law, Public Safety, Corrections	335	393	85.24%	83.20%	102.45%
33	Manufacturing	184	216	85.19%	83.20%	102.39%
34	Marketing	23	40	57.50%	83.20%	69.11%
35	Science, Technology, Enginee	0	0		83.20%	0.00%
36	Transportation, Distribution &	223	259	86.10%	83.20%	103.49%
37	Other: Please Identify:					
PLACEMENT						
38	Advanced Training	4	5530			
39	Military Service	3	5530			
40	National or Community Servic	2	5530			
41	Employment	3315	5530			
42	Postsecondary Education	1237	5530			
43	Certificate					
44	Associate Degree					
45	Baccalaureate Degree					

Section 3: Program Size, Scope, And Quality To Meet The Needs Of All Students

1. Do your programs lead to credentials of value in in -demand industries? How do you know?
 2. Do your programs feature up -to-date, industry -standard equipment, facilities, curricula, methods of instruction, and work -based learning opportunities? What more do you need?
 2. How will you meet the State's postsecondary definitions of Size, Scope, and Quality?
 3. Do your programs meet local education or economic needs not identified by State boards or local workforce development? **section 134(c)(2)(B)(ii)(II)**
 4. Are your programs aligned to State, regional, Tribal or local in demand industry sectors or occupations? **section 134(c)(2)(B)(ii)(I)**
- **Strategies/Action Steps:**
 - Determine the Strategies/ Action Steps to Reach the needs of all Students.

Section 3: Program Size, Scope, And Quality To Meet The Needs Of All Students

1. Report on the **CTE programs of study** that will be used for Perkins funding.
2. For each program of study, provide information on the **course offerings** that the postsecondary institution is submitting for Perkins funding.
3. For each CTE program to be considered funded for FY 2025, institutions will provide their programs of study with the following information:
 1. CTE Program Name
 2. Career Cluster
 3. Courses listed in the CTE Program of Study

Section 4: Alignment to Labor Market Information (LMI)

1. What are the highest-growth industries in our area ? Do we offer opportunities in CTE aligned to these industries?
2. How many different programs exist for those programs with the tightest alignment to the key industries? What new programs should we consider offering to students?
3. What resources (business/industry relationships, shared equipment/spaces, teacher talent and expertise, professional development, quality curricula) do we have to access to assist in the development of better aligned programs?
4. Are there noteworthy practices or programs that can be replicated?

Strategies/Action Steps:

- Determine the Strategies/Action Steps to Alignment to Labor Market Information (LMI)
- Use the data on the [CLNA website](#) to determine LMI in your region

LMI Example

- Using the data provided, identify the top career clusters with occupations in the state and/or region that meet both in-demand and high-wage definitions.
- The postsecondary institution should compare the top career clusters identified to the programs of study (Statewide LMI) and career clusters (Regional LMI) offered in its CTE program.

Table 4. Example Data: Regional LMI

State Career Cluster	SOC	Occupational Title	Program of Study	Growth Rate	Median Annual Wage 2018	Growth Wage Category	Educational Requirement
		Total, All Occupations	Waiting on <u>XList</u>	10%	\$33,569		
Business, Marketing & Finance	13-1161	Market Research Analysts & Marketing Specialists	Waiting on <u>XList</u>	28%	\$45,493	High/High	Bachelor's Degree
Manufacturing	49-9081	Wind Turbine Service Technicians	Waiting on <u>XList</u>	65%	\$52,945	High/High	<u>Associate's Degree</u>
Manufacturing	49-2094	Electrical and Electronics Repairers, Commercial and Industrial Equipment	Waiting on <u>XList</u>	16%	\$55,271	High/High	Recognized Industry Credential
Manufacturing	43-5061	Production, Planning and Expediting Clerks	Waiting on <u>XList</u>	14%	\$41,735	High/High	Some College, No Degree

Table 5. Example: Statewide LMI

State Career Cluster	Program of Study	SOC	Occupational Title	Growth Rate	Median Annual Wage 2018	Growth Wage Category
Health Science	Healthcare Therapeutic	29-1071	Physician Assistants	45%	\$110,081	High/High
Health Science	Nursing Science	29-1171	Nurse Practitioners	44%	\$108,658	High/High
Health Science	—	29-9092	Genetic Counselors	40%	\$95,023	High/High
Health Science	Medical Therapy	31-2021	Physical Therapist Assistants	37%	\$69,923	High/High
Health Science	Healthcare Therapeutic, Medical	31-2011	Occupational Therapy Assistants	36%	\$72,929	High/High

Section 5: Progress Towards Implementation Of CTE Programs Of Study

1. What is your motivation or intent in establishing programs of study * ?
2. What existing programs or dual credit articulations are not satisfying academic requirements or leading to credentials of workplace value?
3. Are students taking advantage of CTE dual credit opportunities? Why or why not?
4. Where are the labor market-informed opportunities to develop/expand programs of study * ?
5. Who generally initiates the establishment or review of programs of study * ? Can you be more proactive or collaborative?

** Local, THECB-approved POS*

- **Strategies/Action Steps:**

- Goal: Progress towards Implementation of CTE Programs of Study/ Career Pathways

Section 6: Recruitment, Retention, And Training Of CTE Educators

1. Do your staff and instructors reflect the demographics of your student body?
 2. What program areas will require recruitment of new faculty or staff? Are there emerging fields, and if so, would this warrant recruitment of specialized faculty and staff?
 3. Are there professional development opportunities aimed to help faculty improve and update their knowledge, skills, and competencies in their field of specialty?
 4. What resources/activities ensure that program content and delivery is current and relevant?
 5. How will you improve recruitment, retention, and training of CTE educators, faculty, specialized instructional support personnel? **section 134(c)(2)(D)**
 6. Are there industry trends, emerging technologies, curriculum shifts, learning modalities, etc., that your programs have not responded to? Why?
- **Strategies/Action Steps:**
 - Determine the Strategies/ Action Steps to improving recruitment, retention, and training of CTE professionals, including underrepresented groups.

Section 7: Progress Towards Equity and Access

1. What strategies do you have in place for CTE programs that are designed to enable student groups (including special population groups) to meet local levels of performance? **section 134(c)(2)(E)(i)**
2. What strategies do you have in place to overcome barriers that result in lower rates of access to performance gaps in the courses and CTE programs for student groups (including special population groups) ? **section 134(c)(2)(E)(ii)**
3. Are you proactively offering accommodation and services or waiting for students to request them?
4. Do students have the opportunity to join affinity or support groups?
5. How are you leveraging various sources of funding and financial aid to support special population students?

- **Strategies/Action Steps:**

- Determine the Strategies/ Action Steps to reach the goal of Progress towards equal access to CTE programs for all

Conclusions/Insights

1. What went well in your CLNA process?
2. What could have been done differently to achieve better results?
3. What individual or groups were invited but did not participate? Why did they not participate? What future steps will you take to engage them?
4. What other initiatives can be leveraged and aligned across sectors to make this work successful?
5. How will you build connections to and through those other initiatives?
6. On what established schedule will you continue to meet and work together?
7. How will you demonstrate collective commitment to on-going engagement in this work?

Comprehensive Local Needs Assessment (CLNA) Due March 31, 2024

Office Hours

- Dr. Patridge will be hosting office hours **November 9 -16, 2023**, to discuss any questions you may have regarding our updated CLNA process.
- Appointments will be in 30-minute increments. Please email Audra.Patridge@highered.Texas.gov to schedule time.
- Office Hour times:

Date	Time
Thursday, November 9	9:00-11:00am or 1:00-3:00pm
Friday, November 10	9:00-11:00am or 1:00-3:00pm
Monday, November 13	9:00-10:30am
Tuesday, November 14	9:00-10:30am or 2:30-4:00pm
Wednesday, November 15	1:30-3:00pm
Thursday, November 16	9:00-10:30am

CLNA Resources

- [CLNA local leaders guide](#) (ACTE)
- [CLNA state leaders guide](#) (Advance CTE)
- [Policy Benchmark Tool on Program of Study Approval](#) (Advance CTE)
- [NAPE](#)



Texas Higher Education COORDINATING BOARD

Thank You!

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