# Minnesota Department of Education logoMinnesota State Career and Technical Education logo

# **PERKINS VCOMPREHENSIVE LOCAL NEEDS ASSESSMENT (CLNA) RESULTS & PRIORITIES**

To be submitted with the FY25 Local Application (award period: July 1, 2024 – June 30, 2025)

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| **Consortium Name:** |  |

## Purpose of the CLNA Results and Priorities

The purpose of the *CLNA Results and Priorities* is to highlight the key needs identified in your extensive CLNA process. This document addresses the following:

* Key partners involved in the CLNA process.
* Specific needs identified in your CLNA as they relate to each of the required elements.
* Rationale for the specific needs identified.
* Prioritizing needs for each element.

## Briefly describe the process used to complete the CLNA (type your summary in the space below):

## What the Perkins V law says about consultation in the needs assessment process (Section 134):

In conducting the comprehensive local needs assessment, and developing the local application, an eligible recipient shall involve a diverse body of representative groups, including, at a minimum:

* 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 paraprofessionals;
* 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 populations0F[[1]](#footnote-2);
* 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 individuals that the eligible agency may require the eligible recipient to consult.

## Please indicate the key partners involved in the completion of this needs assessment:

| **Name** |  **Title** | **Group Represented** |
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## Prioritizing Needs (Optional)

The form below may be used to assign a numerical prioritization of the various needs identified in each element of the CLNA. Feel free to use this matrix or create your own. This does **not** need to be completed for the *CLNA* *Results and Priorities*. Please note that you can add or delete Priority rows depending on the number identified.

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Identified Priority  | How long has this been a priority?   | How has this need been addressed in the past?   | Magnitude 3 = needs to be addressed now 2 = should be addressed in the next 6-12 months 1 = can be addressed next year  | Support 3 = most constituents will support this need 2 = at least half of constituents will support this need 1 = less than half will support this need  | Impact 3 = this need will impact the most students, staff and community members  2 = at least half will be impacted 1 = less than half will be impacted  | Feasibility 3 = significant change to current practice 2 = moderate change to current practice 1 = slight change to current practice  | Total Points  |
| Element 1: Student Performance on Required Performance Indicators |
| Priority 1  |   |   |   |   |   |   |   |
| Priority 2  |   |   |   |   |   |   |   |
| Priority 3 |   |   |   |   |   |   |   |
| Element 2: Program Size, Scope, and Quality to Meet the Needs of all Students  |
| Priority 1  |   |   |   |   |   |   |   |
| Priority 2  |   |   |   |   |   |   |   |
| Element 3: Progress Towards Implementation of CTE Programs of Study  |
| Priority 1  |   |   |   |   |   |   |   |
| Priority 2  |   |   |   |   |   |   |   |
| Priority 3  |   |   |   |   |   |   |   |
| Priority 4  |   |   |   |   |   |   |   |
| Element 4: Improving Recruitment, Retention, and Training of CTE Professionals, Including Underrepresented Groups |
| Priority 1  |   |   |   |   |  |  |  |
| Priority 2  |   |   |   |   |  |  |  |
| Element 5: Progress Towards Equal Access to CTE Programs for all Students |
| Priority 1  |  |  |  |  |  |  |  |
| Priority 2  |  |  |  |  |  |  |  |

## Narrative Tracking Matrix (Optional)

The form below may be used to begin to assign potential narratives to the various needs identified in each element of the CLNA. Feel free to use this matrix or create your own. This does **not** need to be completed for the *CLNA* *Results and Priorities*. Please note that you can add or delete rows depending on the number of needs identified for each element.

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| **Key to Narratives**: |
| 1 = Comprehensive Local Needs Assessment (CLNA) | 5 = Special Populations (Pops) | 9 = Performance Gaps (Gaps) |
| 2 = Programs of Study (POS) | 6 = Work-based Learning (WBL) | 10 = Consortium Governance (Gov) |
| 3 = Workforce Innovation Opportunity Act (WIOA) | 7 = Early Postsecondary Credit Opportunities (PS) | 11 = Reserve Funds (Res) |
| 4 = Integrated Academic & Technical Skills (Skills) | 8 = Support to Professionals (Prof) |  |

| **Prioritized Needs / Barriers:** | **Narratives to Address the Need** |
| --- | --- |
|  | 1 CLNA | 2 POS | 3 WIOA | 4 Skills | 5 Pops | 6 WBL | 7 PS | 8 Prof | 9 Gaps | 10 Gov | 11 Res |
| **Element 1: Student Performance of Required Performance Indicators** |
| Need A: |  |  |  |  |  |  |  |  |  |  |  |
| Need B: |  |  |  |  |  |  |  |  |  |  |  |
| Need C: |  |  |  |  |  |  |  |  |  |  |  |
| **Element 2: Program Size, Scope, and Quality to Meet the Needs of All Students**  |
| Need A: |  |  |  |  |  |  |  |  |  |  |  |
| Need B: |  |  |  |  |  |  |  |  |  |  |  |
| **Element 3: Progress Towards Implementation of CTE Programs of Study** |
| Need A: |  |  |  |  |  |  |  |  |  |  |  |
| Need B: |  |  |  |  |  |  |  |  |  |  |  |
| Need C: |  |  |  |  |  |  |  |  |  |  |  |
| Need D: |  |  |  |  |  |  |  |  |  |  |  |
| **Element 4: Improving Recruitment, Retention, and Training of CTE Professionals** |
| Need A: |  |  |  |  |  |  |  |  |  |  |  |
| Need B: |  |  |  |  |  |  |  |  |  |  |  |
| **Element 5: Progress Towards Equal Access to CTE Programs for all Students** |
| Need A: |  |  |  |  |  |  |  |  |  |  |  |
| Need B: |  |  |  |  |  |  |  |  |  |  |  |
| Need C: |  |  |  |  |  |  |  |  |  |  |  |
| Need D: |  |  |  |  |  |  |  |  |  |  |  |

# Element #1: Student Performance on Required Performance Indicators

Refer to the **Guidance to Assess Element** **One** section of [*Minnesota’s Comprehensive Local Needs Assessment Guide*](https://www.minnstate.edu/system/cte/perkins-local-application/documents/Minnesota-Comprehensive-Local-Needs-Assessment-Guide-2019.pdf)*.*

* Performance Indicator data can be found in these sources:
* Secondary Secure Reports
* Postsecondary PowerBI Reports
* Annual Consortium Indicator Report on the [Perkins Consortia webpage](https://www.minnstate.edu/system/cte/perkins-consortia.html)

## In the following table, list the needs identified in the CLNA for Element #1. Place needs in order by priority with the highest priority listed first in the table. High priority needs are expected to be addressed in the application.

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| **PRIORITIZED NEEDS****Element 1: Student Performance on Required Performance Indicators** |
| E1-Need A: |
| E1-Need B  |
| E1-Need C  |
| E1-Need D  |
| E1-Need E  |

# Element #2: Program Size, Scope, and Quality to meet the needs of all students

Refer to the **Guidance to Assess Element** **Two** section of [*Minnesota’s Comprehensive Local Needs Assessment Guide*](https://www.minnstate.edu/system/cte/perkins-local-application/documents/Minnesota-Comprehensive-Local-Needs-Assessment-Guide-2019.pdf)*.*

Minnesota defines size, scope and quality at the consortium level as follows:

**Size:** Parameters/resources that affect whether the program can adequately address student learning outcomes. This includes:

* Number of students within a program
* Number of instructors/staff involved with the program
* Number of courses within a program
* Available resources for the program (space, equipment, supplies)

**Scope**: Programs of Study are part of, or working toward, inclusion within a clearly defined career pathway with multiple entry and exit points. (The goal of six State-Recognized Programs of Study offered within a consortium is a component of the full Perkins V plan.)

* Programs of Study are aligned with local workforce needs and skills.
* Postsecondary programs connect with secondary career and technical education via articulation agreements and/or dual credit, etc.
* Programs develop not only specific work-based skills, but also broadly applicable employability skills.

**Quality:** A program must meet two out of the following three criteria: The program develops (1) high-skilled individuals, (2) individuals who are competitive for high-wage jobs, and (3) individuals who are trained for in-demand occupations.

* **High-skilled**: Programs that result in industry-recognized certificates, credentials, or degrees.
* **High-wage**: High-wage is anything that is above the median wage for all occupations ($47,986 based on 2021 data from Minnesota Department of Employment and Economic Development).
* **In-demand**: Occupations that are identified in [DEED’s Occupation in Demand index](https://apps.deed.state.mn.us/lmi/oid/Results_9Columns.aspx) and/or through the Comprehensive Local Needs Assessment

## In the following table, list the needs identified in the CLNA for Element #2. Place needs in order by priority with the highest priority listed first in the table. High priority needs are expected to be addressed in the application.

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| **PRIORITIZED NEEDS****Element 2: Program Size, Scope, and Quality to meet the needs of all students** |
| E2-Need A: |
| E2-Need B  |
| E2-Need C  |
| E2-Need D  |
| E2-Need E  |

# Element #3: Progress towards implementation of CTE Programs of Study

Refer the **Guidance to Assess Element** **Three** section of [*Minnesota’s Comprehensive Local Needs Assessment Guide*](https://www.minnstate.edu/system/cte/perkins-local-application/documents/Minnesota-Comprehensive-Local-Needs-Assessment-Guide-2019.pdf)*.*

## In the following table, list the needs identified in the CLNA for Element #3. Place needs in order by priority with the highest priority listed first in the table. High priority needs are expected to be addressed in the application.

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| **PRIORITIZED NEEDS****Element 3: Progress towards implementation of CTE Programs of Study** |
| E3-Need A: |
| E3-Need B  |
| E3-Need C  |
| E3-Need D  |
| E3-Need E  |

# Element #4: Improving recruitment, retention, and training of CTE professionals, including underrepresented groups

Refer to the **Guidance to Assess Element** **Four** section of [*Minnesota’s Comprehensive Local Needs Assessment Guide*](https://www.minnstate.edu/system/cte/perkins-local-application/documents/Minnesota-Comprehensive-Local-Needs-Assessment-Guide-2019.pdf)*.*

## In the following table, list the needs identified in the CLNA for Element #4. Place needs in order by priority with the highest priority listed first in the table. High priority needs are expected to be addressed in the application.

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| **PRIORITIZED NEEDS****Element 4: Improving recruitment, retention, and training of CTE professionals, including underrepresented groups** |
| E4-Need A: |
| E4-Need B  |
| E4-Need C  |
| E4-Need D  |
| E4-Need E  |

# Element #5: Progress towards equal access to CTE programs for all students

Refer to the **Guidance to Assess Element** **Five** section of [*Minnesota’s Comprehensive Local Needs Assessment Guide*](https://www.minnstate.edu/system/cte/perkins-local-application/documents/Minnesota-Comprehensive-Local-Needs-Assessment-Guide-2019.pdf)*.*

## In the following table, list the needs identified in the CLNA for Element #5. Place needs in order by priority with the highest priority listed first in the table. High priority needs are expected to be addressed in the application.

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| **PRIORITIZED NEEDS****Element 5: Progress towards equal access to CTE programs for all students** |
| E5-Need A:  |
| E5-Need B  |
| E5-Need C  |
| E5-Need D  |
| E5-Need E  |

1. *The Perkins V law defines special populations as individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for nontraditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals; youth who are in, or who have aged out of, the foster care system; and youth with a parent who is on active duty in the military.* [↑](#footnote-ref-2)