

# Identifying Priorities within Your Local Comprehensive Needs Assessment

## Overview

The Perkins V [Comprehensive Local Needs Assessment \(CLNA\) Reporting Framework](#) asks consortia to reflect on five separate elements. These elements include:

- Element #1: Student Performance on Required Performance Indicators
- Element #2: Program Size, Scope, and Quality to meet the Needs of all Students
- Element #3: Progress towards Implementation of CTE Programs of Study
- Element #4: Improving Recruitment, Retention, and Training of CTE professionals
- Element #5: Progress towards Equal Access to CTE Programs for all Students

Within the CLNA Reporting Framework, consortia are asked to identify gaps and challenges for each of the five elements based on the results of their CLNA. Then, consortia are to prioritize these gaps of challenges for each element. This process may result in a large number of priorities being identified. In order to ensure Perkins dollars have a meaningful impact, it is necessary to focus consortia efforts on the most important priorities identified throughout the CLNA.

## Instructions

The rubric below is an optional tool for consortia to use to narrow down their full list of priorities from all five of the elements within the CLNA into a focused set of work that can be supported by Perkins funding.

To complete the form, list the identified priorities from each of the five elements within the CLNA Reporting Framework in the blank spaces in the first column on the chart on page three. Feel free to delete the examples and add more rows as needed. Once all of the priorities from all five elements have been listed, a review team should then each assign a score (1 to 3) for each area using the scoring rubric below.

The team’s combined total score is entered in box labeled “Total.” Once each priority has been scored, the three to five priorities with the highest total points should then be developed out into action plans that are part of the local application and budget.

## Scoring Rubric

Use the rubric below to assist in scoring the list of priorities identified in the CLNA.

<b>SCORE</b>	<b>MAGNITUDE</b>	<b>WILL</b>	<b>IMPACT</b>	<b>FEASIBILITY</b>
<b>3</b>	Priority needs to be addressed now	Most stakeholders will support this priority	This priority will impact the most students, staff and community members	This priority requires little change to current practice and is relatively easy to implement
<b>2</b>	Priority should be addressed in the next 6-12 months	At least half of stakeholders will support this priority	This priority will impact at least half of students, staff and community members	This priority requires moderate change to current practice and will be somewhat challenging to implement
<b>1</b>	Priority can be addressed next year	Less than half of stakeholders will support this priority	This priority will impact less than half of students, staff, and community members	This priority requires significant change to current practice current practice and will be challenging to implement

## Consortium Scoring Form

Each member of the review team should individually score the list of priorities below. As you do so, consider the following guiding questions:

- For each priority identified below, do the data show an existing trend of improvement or decline? How does this trend impact the level of prioritization?
- Are there priority areas that appear in more than one element of the CLNA?

Element 1: Student Performance on Required Performance Indicators							
Identified Priority	How long has this been a priority?	How has this been addressed previously?	Magnitude	Will	Impact	Feasibility	Total Score
<b>EXAMPLE:</b> Secondary students with disabilities	5 years	Talked to special education directors	2	2	3	2	<b>9</b>
<b>EXAMPLE:</b> Embed curricular standards for reading, writing, and math into career and technical education courses	2 years	Provide professional development to CTE teachers	1	1	2	1	<b>5</b>
<i>List your priorities here</i>							
<i>List your priorities here</i>							
<i>List your priorities here</i>							

**Element 2: Program Size, Scope, and Quality to meet the needs of all Students**

Identified Priority	How long has this been a priority?	How has this been addressed previously?	Magnitude	Will	Impact	Feasibility	Total Score
<b>EXAMPLE:</b> Develop 2 new Health Science programs	1 year	It hasn't	3	3	3	2	11
<b>EXAMPLE:</b> Develop regional online CTE course options for districts without licensed teachers	10 years	One online course developed	2	1	2	1	6
<i>List your priorities here</i>							
<i>List your priorities here</i>							
<i>List your priorities here</i>							
<i>List your priorities here</i>							

**Element 3: Progress towards Implementation of CTE Programs of Study**

Identified Priority	How long has this been a priority?	How has this been addressed previously?	Magnitude	Will	Impact	Feasibility	Total Score
<b>EXAMPLE:</b> Work-based learning opportunities	6 months	Career fairs, job shadows	3	3	3	2	<b>11</b>
<b>EXAMPLE:</b> Industry-Standard Equipment needs	3 years	Purchased AFNR equipment last year	1	3	1	2	<b>7</b>
<i>List your priorities here</i>							
<i>List your priorities here</i>							
<i>List your priorities here</i>							
<i>List your priorities here</i>							

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

Identified Priority	How long has this been a priority?	How has this been addressed previously?	Magnitude	Will	Impact	Feasibility	Total Score
<b>EXAMPLE:</b> licensure professional development	5 years	It hasn't	3	1	3	2	<b>9</b>
<b>EXAMPLE:</b> recruit diverse field of CTE teachers	5 years	Presentation to community; contacted postsecondary programs	2	2	2	1	<b>7</b>
<i>List your priorities here</i>							
List your priorities here							
<i>List your priorities here</i>							

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

Identified Priority	How long has this been a priority?	How has this been addressed previously?	Magnitude	Will	Impact	Feasibility	Total Score
<b>EXAMPLE:</b> Expand CTE access to consortium ALCs	2 years	It hasn't	2	1	3	2	<b>8</b>
<b>EXAMPLE:</b> Expand partnership with Regional Juvenile Center	This is a new priority	It hasn't	2	3	3	2	<b>10</b>
<i>List your priorities here</i>							
<i>List your priorities here</i>							
<i>List your priorities here</i>							
<i>List your priorities here</i>							

## Grand Totals

Use the table below to compile the total scores from each reviewer for each priority listed above. The items included below are examples. Delete out the examples below to add your own priorities and add additional reviewers as needed. Total all of the reviewer scores to determine a grand total for each priority. Perkins funding should be used to support the three to five priorities with the highest grand totals.

Element Number	Priority	Reviewer 1	Reviewer 2	Reviewer 3	Reviewer 4	GRAND TOTAL
1	<b>EXAMPLE:</b> Secondary students with disabilities	9	10	9	8	36
1	<b>EXAMPLE:</b> Embed curricular standards for reading, writing, and math into career and technical education courses	5	6	5	4	20
2	<b>EXAMPLE:</b> Develop 2 new Health Science programs	11	12	11	10	44
2	<b>EXAMPLE:</b> Develop regional online CTE course options for districts without licensed teachers	6	7	8	5	26
3	<b>EXAMPLE:</b> Work-based learning opportunities	11	12	11	10	44
3	<b>EXAMPLE:</b> Industry-Standard Equipment needs	7	8	8	6	29



## Grand Totals (cont.)

Element Number	Priority	Reviewer 1	Reviewer 2	Reviewer 3	Reviewer 4	GRAND TOTAL
4	<b>EXAMPLE:</b> licensure professional development	9	10	8	8	<b>35</b>
4	<b>EXAMPLE:</b> recruit diverse field of CTE teachers	7	8	8	6	<b>29</b>
5	<b>EXAMPLE:</b> Expand CTE access to consortium ALCs	8	9	9	7	<b>33</b>
5	<b>EXAMPLE:</b> Expand partnership with Regional Juvenile Center	10	11	10	9	<b>40</b>

## Perkins Funding Priorities

List the five priorities with the highest scores. The priorities below are listed as examples and should be replaced with the consortium's priorities.

	Grand Total	Priority
1	44	EXAMPLE: Develop two new health science programs <i>(List your priorities here)</i>
2	44	EXAMPLE: Work-based learning opportunities <i>(List your priorities here)</i>
3	40	EXAMPLE: Expand partnership with regional juvenile center <i>(List your priorities here)</i>
4	36	EXAMPLE: Secondary students with disabilities <i>(List your priorities here)</i>
5	35	EXAMPLE: Licensure professional development <i>(List your priorities here)</i>

## Local Application Action Planning

The highest scoring three to five priorities noted above should be used as the starting point for developing an action plan that will be a part of the activities and funding priorities identified in your local application. The template below is intended to serve as starting point for an action plan on how to address the identified priorities within your local application. Add more rows for strategies as needed.

**Priority 1:** *List your highest scoring priority here.*

<p><b>What is the expected outcome for this priority?</b></p> <p><b>By year one? By year 2?</b></p>			
<p><b>What challenges need to be addressed in order to achieve this outcome?</b></p>			
<p><b>Strategies</b></p> <p>What strategies will be used to achieve this the expected outcome? What resources (including Perkins funding) are required to implement the plan?</p>	<p><b>Timeline</b></p> <p>When will the actions/ tasks occur?</p>	<p><b>Who is Responsible?</b></p> <p>Who is involved and what role do they play?</p>	<p><b>Is this strategy complete?</b></p> <p><b>Check off as you complete each strategy</b></p>
<p><b>Strategy 1:</b></p> <p><b>Resources:</b></p>			
<p><b>Strategy 2:</b></p> <p><b>Resources:</b></p>			
<p><b>Strategy 3:</b></p> <p><b>Resources:</b></p>			

**Priority 2:** List your second highest scoring priority here.

<p><b>What is the expected outcome for this priority?</b></p> <p><b>By year one? By year 2?</b></p>			
<p><b>What challenges need to be addressed in order to achieve this outcome?</b></p>			
<p><b>Strategies</b></p> <p>What strategies will be used to achieve this milestone? What resources (including Perkins funding) are required to implement the plan?</p>	<p><b>Timeline</b></p> <p>When will the actions/ tasks occur?</p>	<p><b>Who is Responsible?</b></p> <p>Who is involved and what role do they play?</p>	<p><b>Is this strategy complete?</b></p> <p><b>Check off as you complete each strategy</b></p>
<p><b>Strategy 1:</b></p> <p><b>Resources:</b></p>			
<p><b>Strategy 2:</b></p> <p><b>Resources:</b></p>			
<p><b>Strategy 3:</b></p> <p><b>Resources:</b></p>			

**Priority 3:** List your third highest scoring priority here.

<p><b>What is the expected outcome for this priority?</b></p> <p><b>By year one? By year 2?</b></p>			
<p><b>What challenges need to be addressed in order to achieve this outcome?</b></p>			
<p><b>Strategies</b></p> <p>What strategies will be used to achieve this milestone? What resources (including Perkins funding) are required to implement the plan?</p>	<p><b>Timeline</b></p> <p>When will the actions/ tasks occur?</p>	<p><b>Who is Responsible?</b></p> <p>Who is involved and what role do they play?</p>	<p><b>Is this strategy complete?</b></p> <p><b>Check off as you complete each strategy</b></p>
<p><b>Strategy 1:</b></p> <p><b>Resources:</b></p>			
<p><b>Strategy 2:</b></p> <p><b>Resources:</b></p>			
<p><b>Strategy 3:</b></p> <p><b>Resources:</b></p>			

**Priority 4:** List your fourth highest scoring priority here.

<p><b>What is the expected outcome for this priority?</b></p> <p><b>By year one? By year 2?</b></p>			
<p><b>What challenges need to be addressed in order to achieve this outcome?</b></p>			
<p><b>Strategies</b></p> <p>What strategies will be used to achieve this milestone? What resources (including Perkins funding) are required to implement the plan?</p>	<p><b>Timeline</b></p> <p>When will the actions/ tasks occur?</p>	<p><b>Who is Responsible?</b></p> <p>Who is involved and what role do they play?</p>	<p><b>Is this strategy complete?</b></p> <p><b>Check off as you complete each strategy</b></p>
<p><b>Strategy 1:</b></p>  <p><b>Resources:</b></p>			
<p><b>Strategy 2:</b></p>  <p><b>Resources:</b></p>			
<p><b>Strategy 3:</b></p>  <p><b>Resources:</b></p>			

**Priority 5:** List your fifth highest scoring priority here.

<p><b>What is the expected outcome for this priority?</b></p> <p><b>By year one? By year 2?</b></p>			
<p><b>What challenges need to be addressed in order to achieve this outcome?</b></p>			
<p><b>Strategies</b></p> <p>What strategies will be used to achieve this milestone? What resources (including Perkins funding) are required to implement the plan?</p>	<p><b>Timeline</b></p> <p>When will the actions/ tasks occur?</p>	<p><b>Who is Responsible?</b></p> <p>Who is involved and what role do they play?</p>	<p><b>Is this strategy complete?</b></p> <p><b>Check off as you complete each strategy</b></p>
<p><b>Strategy 1:</b></p> <p><b>Resources:</b></p>			
<p><b>Strategy 2:</b></p> <p><b>Resources:</b></p>			
<p><b>Strategy 3:</b></p> <p><b>Resources:</b></p>			

## Perkins Budget Planning

Review each of the strategies above in the Local Application Planning section. List in the chart below all of the strategies that require financial resources. Identify the financial resources that will support the strategy. For those where Perkins funding is identified, consider if the expense is innovative, allowable, and the best way to make an impact with federal dollars.

Strategy Name	Perkins Funding	Local Funding	Community Partner Funding
<b>EXAMPLE:</b> Professional development for teachers pursuing Health Science teaching license	X	X	
<b>EXAMPLE:</b> Equipment for health science program		X	X
<b>EXAMPLE:</b> Textbooks for career seminar course in work-based learning		X	

## Conclusion

Federal Perkins funding is intended to make meaningful change within a consortium. In order to ensure Perkins dollars have a significant impact, it is necessary to focus consortia efforts on the most important priorities identified throughout the CLNA. Those priorities identified above should be the primary focus for Perkins spending.