# INTRODUCTION

### One of the most significant changes in Perkins V (the Strengthening Career and Technical Education (CTE) for the 21st Century Act) is the new requirement for local applicants to conduct a comprehensive local needs assessment (CLNA) and update it at least every two years. **A CLNA is required of all secondary and post-secondary applicants.**

The State of Montana Office of the Commissioner of Higher Education (OCHE) and the Office of Public Instruction (OPI) requested a RURAL WAIVER that allows all secondary schools to apply for Perkins V funding. After reading through the CLNA, you may choose to join a regional collective with other schools and/or colleges in order to submit one regional CLNA. Please call your CTE Specialist if you are interested in this option.

# PURPOSE

This guide will provide Perkins V applicants a framework from which to structure their approach to the local needs assessment efforts by translating the legal language into actionable steps that complete the requirements and engage stakeholders in thoughtful program improvement.

This document was created with resources from Advance CTE and Association of Career Technical Education (ACTE). Anyone engaged in this process is encouraged to consult the work cited in [Appendix A](#_bookmark30).

# WHY A COMPREHENSIVE LOCAL NEEDS ASSESSMENT?

In addition to being a requirement for all local applicants in order to receive Perkins V funding, the new needs assessment is a valuable tool that drives your local application development and future spending decisions. This is a chance to take an in- depth look at your entire local and regional CTE system and identify areas where targeted improvements can lead to increased opportunities for student success. The needs assessment, if implemented thoughtfully, can also be a powerful opportunity to engage stakeholders in a common understanding and vision for the future of CTE in your community.1

# WHEN DOES A LOCAL NEEDS ASSESSMENT NEED TO BE COMPLETED?

Use of Perkins V funding is based on the results of the local needs assessment. Activities and expenditures should not be included in a grant application if the campus/district cannot demonstrate a need based on the comprehensive needs assessment.

The Local Needs Assessment must be completed on a **biennial basis** with a review of progress during the odd year. The assessment (or review) must be completed prior to completion of the grant application.

*Secondary LEAs*

The most recent Local Needs Assessment must be dated and uploaded into the Related Documents area of the E-Grants application (secondary applicants) as part of the regular application process.

*Post-secondary LEAs*

Local Needs Assessment worksheets should be emailed as a .pdf to the Perkins Program Manager as part of your Post- secondary Local Application packet. Additionally, in the Local Application, recipients will need to identify which CLNA items are addressed in the budget narrative and budget detail for each requested expenditure before grant approval will be given.

# LOCAL NEEDS ASSESSMENT PROCESS

This guide will walk local applicants through the steps necessary to complete a thorough Comprehensive Local Needs Assessments according to the following workflow.

Local Perkins Application


## Stakeholder Gathering Data Engagement

Discussing & Recording Findings




# STAKEHOLDER ENGAGEMENT

The Perkins V comprehensive local needs assessment requires consultation with a broad spectrum of stakeholders as part of the initial needs assessment process, as well as throughout implementation. This stakeholder group is more extensive than what was required for Perkins IV. Prior to embarking on the assessment, the following steps will help lay the groundwork for a rigorous and meaningful needs assessment through clear preparation and organization.

STEP 1: IDENTIFY A LEADERSHIP TEAM (OPTIONAL)

Consultation with a diverse body of stakeholders is required for the CLNA. As you review the list of minimum participants it will be important to manage the work and to set and maintain priorities. The Office of the Commissioner of Higher Education and Office of Public Instruction recommend your campus/district consider using the Perkins Advisory Committee in this capacity as they will provide the core of your CLNA stakeholder group.

*OCHE/OPI suggests one person be given the responsibility of project manager to coordinate the work and ensure deadlines are met.*

STEP 2: IDENTIFY REQUIRED STAKEHOLDER PARTICIPANTS (REQUIRED)

Perkins V requires, at a minimum, the following participants be engaged in the initial needs assessment, local application development, and ongoing consultation:

* Representatives of CTE programs from **both** secondary and post-secondary institutions including:
	+ Teachers, instructors and faculty
	+ Career guidance and advisory professionals
	+ Administrators, principals
	+ Specialized instructional support personnel and paraprofessionals
* Representatives of regional economic development organizations and local business and industry
* 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
* Representatives of Indian Tribes and Tribal organizations in the State, where applicable

Don’t be afraid to think of consultation in a broad fashion. [Appendix B](#_bookmark34) outlines several methods of gathering and documenting stakeholder feedback. It also provides links to a variety of resources.

A worksheet is provided in [Appendix C](#_bookmark35) to assist with brainstorming possible participants in your stakeholder engagement activities around the CLNA.

# CTE PROGRAM OF STUDY COMPREHENSIVE LOCAL NEEDS ASSESSMENT TEMPLATE

Establish a Local Needs Assessment Team (from Potential Partners

Worksheet in Appendix C)

* *Perkins V requires the Needs Assessment to be completed in consultation with specific stakeholders listed above.*

Assign a coordinator for the Local Team

*Secondary: W*e recommend contacting the Montana Career Pathways coordinator at your regional post-secondary institution for assistance with dual enrollment, possible work-based learning, and regional workforce information.

Gather, review and analyze data in the worksheets below (State will

provide required data sources and a list of optional resources).

PROCESS:

The following outlines the steps necessary for completing your Comprehensive Local Needs Assessment:

TEMPLATE:

This local needs assessment template outlines all of the required areas of assessment:

**PART A: Evaluation of Student Performance PART B: Evaluation of Programs**

**B-1: Size, Scope & Quality**

**B-2: Labor Market Alignment**

**PART C: Implementing CTE Programs of Study**

**PART D: Recruitment, Retention and Training of CTE Educators PART E: Improving Equity & Access**

**PART F: Performance Measures**

#### Rating

The rubrics provide a continuum of ratings possible for each item. Consider carefully where your campus/district is and provide comments on areas of strength or weakness. It is important the committee agree on each of the ratings provided.

#### Further Questions to Consider

OPI/CTE includes a list of questions to consider as you complete the CLNA. Use these to guide your discussion and ratings.

#### Keep it straight.

There are several processes you might employ to begin to make sense of what you have found. You may want to schedule a separate meeting for each element in order to keep information separated and to keep minds fresh and alert.

**PLEASE NOTE: When you fill out your Local Applications for Perkins V, you will have to justify any expenditures with evidence from the CLNA, so please be thorough in completing worksheets!**

PART A: EVALUATION OF STUDENT PERFORMANCE

Use the prompts on this worksheet to evaluate how your campus/district’s CTE programs support and improve student performance on ESSA (secondary only) and Perkins measures. Address those statements and questions that provide the best and most relevant feedback to your campus/district. **For detailed instructions on completing this section, please see:** [**Student Performance**](#_bookmark20)**.**

*Consider the following statements, identify those that best match your campus/district, and choose the most appropriate response.*

###### 1⎯This is a Strength | 2⎯This is satisfactory | 3⎯This area needs some improvement | 4⎯This area needs major improvement

|  |  |  |  |
| --- | --- | --- | --- |
|  | Rating | Briefly list strengths and/or areas of focus for improvement. | Indicate evidence reviewed. |
| 1 | 2 | 3 | 4 |
| Students in each CTE program perform acceptably on federal accountability indicators in comparison to non-CTE students. | 1 |  |  |  | Gallatin College CTE degree and certificate students meet or exceed federal accountability metrics. | MTLI; Office of Planning and Analysis Data. |
| Students from special populations perform acceptably in each CTE program. |  |  | 3 |  | Students in designated special populations receive additional resources and support by Gallatin College instructors, advisors and industry employers if this is deemed necessary on a case-by-case basis.  | Retention/persistence, and employment placement information |
| Students from different genders, races, and ethnicities perform acceptably in each CTE program. |  |  |  | 4 | We are working to expand access to each of these student demographics in all of our CTE degree and certificate programs. | Gallatin College’s Associate Dean is leading a new diversity and inclusion taskforce at MSU.  |
| Performance gaps exist between subgroups of students. |  | 2 |  |  | Gallatin College does not currently track and thus does not have any documented notable performance gap measurements between CTE student subgroups | N/A |
| There are CTE programs where special populations are performing above average. |  |  | 3 |  | (As Above) Gallatin College currently does not track performance metrics for special student populations in our CTE programs.  |  |
| There are CTE programs where special populations are performing below average. |  | 2 |  |  | See above.  |  |
| *Secondary:* Review the number of CTE concentrators from the previous year. Use this number as the numerator and the total senior graduating class as the denominator. What percent of the class are concentrators?(< 50%- strength; 35-49%- satisfactory; 10-34%-needs some improvement; 0-9%- needs major improvement) |  |  |  |  | N/A |  |

*Further questions to consider:* Which student groups are struggling the most in CTE programs? Which CTE programs overall have the highest outcomes and which have the lowest? Is there a trend across all CTE programs? What the potential root causes of inequities in performance in each CTE program?

**Summarize your findings here:**

Gallatin College intends to incorporate tools such as Tableau and additional student/employment tracking databases in order to gather more direct data for special student populations in order to strengthen this area of Perkins assessment

PART B-1: EVALUATION OF SIZE, SCOPE AND QUALITY

Use the prompts on this worksheet to evaluate the Size, Scope, and Quality of your campus/district’s CTE programs. Address those statements and questions that

provide the best and most relevant feedback to your campus/district.

##### For detailed instructions on completing this section, please see: [Size, Scope & Quality](#_bookmark21)

*Consider the following statements, identify those that best match your campus/district, and choose the most appropriate response.*

###### 1⎯This is a Strength | 2⎯This is satisfactory | 3⎯This area needs some improvement | 4⎯This area needs major improvement

|  |  |  |  |
| --- | --- | --- | --- |
|  | Rating | Briefly list strengths and/or areas of focus for improvement. | Indicate evidence reviewed. |
| 1 | 2 | 3 | 4 |
| The district/campus offers programs in which students choose to enroll. | 1 |  |  |  | The majority of the programs at Gallatin College are either fully enrolled, waitlisted, or the few that have room (Design Drafting, Photonics, CyberSecurity/Network IT) are experiencing consistent growth in enrollment each cycle.  | Recruitment and matriculation data on a semester basis; waitlist tracking. |
| The district/campus offers a sufficient number of courses, and course sections, within programs. |  | 2 |  |  | While we offer enough course sections for the program cohort sizes, the one-year structured/sequential length of many of our CTE programs does limit capacity and the frequency/number of sections we can offer. | Projections for program demand in supporting funding for additional sections, limited instructor/ pool availability, space and infrastructure limitations for size/scope of programs and courses added. |
| All students who wish to access district/campus CTE programs are able to do so. |  | 2 |  |  | As noted above, 1 year programs offered by Gallatin College can only accommodate a specific cohort of students and sections.  | Student enrollment, program cohort review, and waitlist data.  |
| Students are able to complete each program of study in a normal four-year high school tenure (secondary). |  |  |  |  | N/A |  |
| Programs are aligned to rigorous standards developed by a relevant third party or by the state. | 1 |  |  |  | Gallatin College programs are all informed by and undergo extensive industry, Department of Labor and university system vetting and alignment for current economic, workforce and labor market trends, standards, and demand.  | Advisory Board documentation, MSU/MUS Course and Program Proposal protocol.  |
| Programs are strongly aligned to post-secondary and/or local business/industry requirements. | 1 |  |  |  | Students attending Gallatin College have a high retention rate in the local economy with 67% of graduates working in the local area within one year of graduation. This retention makes Gallatin College an important training institution specific to the Bozeman and Gallatin Valley.  | Bozeman Area Labor Report (April 2019) |
| Programs develop a robust skill set in students. | 1 |  |  |  | Advisory Board members and industry partners provide consistent and concrete assessment and ongoing feedback loop of the skill set and aptitude of the graduates they hire and employ. | Advisory Board meetings; employer/industry partner surveys and outreach.  |

*Further questions to consider:*

* Does the district/campus offer programs with too low an enrollment to justify the costs in offering those programs?
* What populations of students are and are not accepted into programs and/or occupations? What are some of the reasons?
* Do some programs offer more opportunities for skill development than others, both in the classroom and through extended learning experiences?
* How do specific program areas compare in quality?
* How do specific components of programs, such as work-based learning or instruction, compare in quality?

##### Summarize your findings here:

##### Gallatin College maintains high quality, highly vetted programs and academic rigor and evaluates the need for expanding access for program cohort to accommodate growing need or enrollment demands and/or adding additional credentials to existing degree programs on a consistent basis.

PART B-2: EVALUATION OF LABOR MARKET ALIGNMENT

Use the prompts on this worksheet to determine how well your campus/district’s CTE programs are aligned to local, regional, and state labor demands. Address those

statements and questions that provide the best and most relevant feedback to your campus/district.

##### For detailed instructions on completing this section, please see: [Labor Market Alignment](#_bookmark24)

*Consider the following statements, identify those that best match your campus/district, and choose the most appropriate response.*

###### 1⎯This is a Strength | 2⎯This is satisfactory | 3⎯This area needs some improvement | 4⎯This area needs major improvement

|  |  |  |  |
| --- | --- | --- | --- |
|  | Rating | Briefly list strengths and/or areas of focus for improvement. | Indicate evidence reviewed. |
| 1 | 2 | 3 | 4 |
| Programs are aligned to projected industry demand. | 1 |  |  |  | All current and several new (HVAC/Construction/Respiratory Therapy) programs Gallatin College offers are imitated and sustained in response to industry and local economic and workforce demand.  | Bozeman Area Labor Report, Local Trade Associations, Industry Advisory Boards, General Labor Market Data.  |
| The district/campus has policies in place to respond to changes in the labor market and develop new, or refine existing, CTE programs. | 1 |  |  |  | The economy and labor market in the Gallatin Valley is dynamic and our community has a highly educated population but the majority of jobs in demand/available do not require beyond one or two years of post-secondary education or training. Thus, Gallatin College plans and adjusts/adapts all workforce training and degrees offered around the needs of the local labor market. Our programs are reviewed in conjunction with industry partners on a regular basis to determine necessary adjustments or updated curriculum and assessment needs. | Bozeman Area Labor Report (April 2019 p. 29). In 2018 Gallatin College completed the work of a 2012 workforce needs assessment this data directed the labor market demands of the area and programs were developed based on that information. |
| Industry partners indicate that students graduate ready to enter high-skill, in-demand, and high-wage industries without remediation. | 1 |  |  |  | Many area employers hire our graduates prior to the end of the second semester of certificate and/or degree completion. The externship and internship program requirements we have often mean feedback is consistently provided by industry and employee partners who look to Gallatin College for providing a direct employment pipeline with well prepared, highly skilled/trained graduates immediately entering the local workforce. | Advisory Board minutes, industry updates.  |
| Programs graduate employees that thrive in the workplace | 1 |  |  |  | Gallatin College continues to build a larger, strong alumni population who will testify to their success and employment retention, high job satisfaction.  | Student graduated and alumni and employee surveys.  |
| Programs provide opportunities for students with disabilities, English-language learners, or other special populations to access the local labor market. |  |  | 3 |  | Expanding opportunities for equal access and equity for special needs students continues to be an area of expanded/increased focus of improvement and progress for Gallatin College in collaboration MSU and local area organizations/non profits who also serve individuals and students with language, physical, or mental health barriers who need additional resources and support to obtain and retain employment opportunities.  | MSU Office of Disability Services/Office or Planning and Analysis.  |

*Further questions to consider:*

* What are the highest projected growth industries in the region/state? What occupations are part of that industry?
* How do CTE program enrollments match projected job openings? Where are the biggest gaps?
* What are the emerging occupations, and are programs available for students in those areas?

##### Summarize your findings here:

Gallatin College is adding HVAC, Automotive and Construction related certificate and degree programs to accommodate the demand by local industry for skilled, trained employees in these fields. We are also on the path to add Phlebotomy and training related to Respiratory Therapy. Construction and manufacturing have had faster wage increases in Gallatin County with 10.1% rate of construction job growth in Gallatin and Park Counties from 2012-2017 (BALR, p. 17). Automotive service technicians and mechanics are projected to have the most annual job openings per year over the next ten years. Nursing assistants and dental assistant are projected to have the next largest job openings consistent with the fast growth in the healthcare industry. These three occupations, along with heating and cooling mechanics are undersupplied throughout Montana (workers needed exceed the number of graduates in the field) (BALR, p.27). Gallatin College will offer programs or collaborative training in these specific areas to address our local area workforce needs.

PART C: EVALUATION OF PROGRESS TOWARD IMPLEMENTING CTE PROGRAMS/PROGRAMS OF STUDY

Use the prompts on this worksheet to determine how well your campus/district’s CTE programs are implemented with fidelity and aligned to secondary/post-secondary or occupational options. Address those statements and questions that provide the best and most relevant feedback to your campus/district.

##### For detailed instructions on completing this section, please see: [Implementing Programs of Study](#_bookmark26)

*Consider the following statements, identify those that best match your campus/district, and choose the most appropriate response.*

###### 1⎯This is a Strength | 2⎯This is satisfactory | 3⎯This area needs some improvement | 4⎯This area needs major improvement

|  |  |  |  |
| --- | --- | --- | --- |
|  | Rating | Briefly list strengths and/or areas of focus for improvement. | Indicate evidence reviewed. |
| 1 | 2 | 3 | 4 |
| Programs are fully aligned and articulated across secondary and post-secondary education. |  | 2 |  |  | Gallatin College works closely with and consults with secondary CTE advisory boards and individual instructors/administrators to determine/assess strengths, gaps, and need for increasing partnerships to promote high quality CTE academic and career pathways. Secondary counselors and CTE instructors are invited to Career Spark which is a day of CTE career exploration for students, and provides an opportunity for CTE instructors to meet and engage with CTE faculty. | CTE advisory board engagement Belgrade, Three Forks, Montana Career Pathways grant activities. |
| Programs incorporate relevant academic, technical and employability skills at every learner level. |  | 2 |  |  | Each of our programs combine a strong balance of academic rigor, technical and employability/professional skills that meets the needs with individual learners and promotes personalized career and skill assessment inventory and support. As with all community colleges, Gallatin College allows for low enrolled courses which provides faculty and advisors the opportunity to get to know students learning strengths and weaknesses.  | Advisory Board, Curriculum Review and Program Assessment. |
| Students can earn dual credit through participation in programs. |  | 2 |  |  | Dual Enrollment opportunities available through Gallatin College are increasingly targeting diverse, expanded CTE focus areas and we will continue to further expand our focus into offering dual enrollment in more challenging programs not directly offered in secondary schools like Machining and Network IT/Cybersecurity. The Leadership at Gallatin College is committed to offering at least 50% of the dual enrollment courses in CTE.  | Dual Enrollment course section trends and tracking/OCHE dashboard and warehouse data. |
| Students in programs of study have multiple entry and exit points. |  | 2 |  |  | A number of Gallatin College’s 1- and 2-year certificate programs are structured as such that linear, definitive starting and stopping points are necessary and this does prevent open enrollment access and requires first come first serve admission and prioritization in recruiting and onboarding students. Gallatin College does offer dual enrollment, which provides a high school entry and 2 Certificates of Technical Skills which are certificates with fewer than 29 credits.  | Enrollment report projections, student interest inquiries, course planning/assessment.  |
| *Secondary:* Post-program Placement Indicator meets the state negotiated level. |  |  |  |  | N/A |  |

*Further questions to consider:*

* Are students being retained in the same program of study?
* What is the role of secondary and post-secondary partners in current program of study design and delivery?
* What is the role of business and industry partners in the current program of study development and delivery?

##### Summarize your findings here:

##### Gallatin College’s one year workforce certificate programs all have high rates of retention. Dual enrollment students in CTE are statistically proven to matriculate, retain and persist in higher education at higher rates than non-dual enrollment students. Secondary and Post-Secondary partnerships in our region are increasingly focusing on career/work based learning and apprenticeship opportunities in conjunction with dual enrollment courses providing direct exposure to skills application to area workforce/industry needs.

PART D: EVALUATION OF RECRUITMENT, RETENTION AND TRAINING OF CTE EDUCATORS

Use the prompts on this worksheet to analyze your campus/district’s strategies for attracting and keeping qualified CTE instructors, and its policies and procedures for

professional development planning. Address those statements and questions that provide the best and most relevant feedback to your campus/district.

##### For detailed instructions on completing this section, please see: [Recruitment, Retention and Training of CTE Educators](#_bookmark27)

*Consider the following statements, identify those that best match your campus/district, and choose the most appropriate response.*

###### 1⎯This is a Strength | 2⎯This is satisfactory | 3⎯This area needs some improvement | 4⎯This area needs major improvement

|  |  |  |  |
| --- | --- | --- | --- |
|  | Rating | Briefly list strengths and/or areas of focus for improvement. | Indicate evidence reviewed. |
| 1 | 2 | 3 | 4 |
| The campus/district’s CTE staff reflects thedemographic makeup of the student body. |  |  |  | 4 | Gender representation in each program generally aligns with the demographics of the student body, however, race and ethnicity do not reflect the current makeup of the student body. Currently the Gallatin College student body ethnic distribution is 5% Hispanic/Latinx, 4% American Indian, 2% Asian and 1% Black/African American. Leadership is working on strategies to align CTE staff with the demographics of our student body.  | MSU’s Office of Planning and Analysis (OPA) tracks the demographics of all faculty, staff and students in each department.  |
| There are processes are in place to recruit new CTE educators. |  |  | 3 |  | Currently, most CTE faculty are recruited through industry partnerships with the Program Director in each area. Improved practices for recruitment and hiring will be a focus with MSU’s “iChange” initiative this AY, under the guidance of MSU’s Diversity, Equity and Inclusion Office and HR. The scope of this recruitment will be limited this AY, however, due to current hiring restrictions.  | OPA data as well as workload lists for each program are reviewed regularly by the Dean, Associate Dean and Program Directors. |
| The campus/district has onboarding processes in place to bring new professionals into the system. |  | 2 |  |  | We have new faculty orientations each semester and professional development throughout the semester to help train industry professionals on classroom management, assessment and general university policies. Each Program Director also meets regularly with all faculty, but spends extra time with each new faculty throughout the semester. These processes can always be improved and updated. Currently the Associate Dean is completing a new Faculty Handbook to summarize resources for faculty, especially those new to teaching. | Each semester faculty are evaluated by students, which in turn are reviewed by the Associate Dean and Program Director. In addition, all new faculty are observed during class by the Associate Dean and Program Director. |
| All educators teaching in programs are adequately credentialed. | 1 |  |  |  | All faculty meet hiring requirements that include educational levels and/or years of industry experience as required by each program. | All faculty have resumes and applications filed with MSU’s applicant tracking system (ATS) with HR. |
| Regular, substantive, and effective professional development is offered around CTE, academic, and technical instruction based on identified need. |  | 2 |  |  | As noted above, we have regular (often bi-monthly) trainings for faculty, though these are often centered around student demographics and classroom management techniques, rarely CTE topics. This AY there will be increased trainings on remote teaching and learning. In addition, faculty can attend trainings offered at MSU through the Center for Faculty Excellence. | Faculty are surveyed to determine topics for these workshops each semester.  |
| There is a process to develop or recruit CTE instructors from existing staff. |  | 2 |  |  | Increasingly we hire industry professionals as Teaching Assistants first to learn the course material and student needs before transitioning them to a faculty position, leading a class on their own.  | TA’s are observed and mentored by the Program Directors in each area. |

*Further questions to consider:*

* Are onboarding processes efficient and effective, especially for educators coming from industry?
* What has been the impact on mentoring and onboarding processes for new instructors, especially instructors coming from industry?
* What professional development offerings are most highly rated by participant staff? Does this differ when looking at different factors such as length of time in position, certification, career area, etc.?
* In what CTE subject areas are more educators needed?

##### Summarize your findings here: Onboarding can be slow with the minimum 2-3 week turn around for background checks, developing university emails, and completing new hire paperwork like 1-9 and W4’s. Newly adapted remote processes like DocuSign have helped on this front. Trainings in Active Learning and better understanding diverse student needs have helped faculty who are new to teaching. We tend to focus on teaching skills instead of CTE skills as industry professionals are current in these. This mentorship and training help with retention of both students and faculty in our programs and minimizes how many new hires we need. We struggle securing faculty in high-demand industries, which are the programs we specialize in, but most notably in machining. Our highest volume programs for part-time (NTT) faculty hires are Interior Design and Design Drafting.

PART E: EVALUATION OF PROGRESS TOWARD IMPROVING EQUITY AND ACCESS

Use the prompts on this worksheet to investigate the steps your campus/district is taking toward equitable access and inclusion in CTE programs. Address those statements and questions that provide the best and most relevant feedback to your campus/district.

##### For detailed instructions on completing this section, please see: [Improving Equity & Access](#_bookmark28)

*Consider the following statements, identify those that best match your district/campus, and choose the most appropriate response.*

###### 1⎯This is a Strength | 2⎯This is satisfactory | 3⎯This area needs some improvement | 4⎯This area needs major improvement

|  |  |  |  |
| --- | --- | --- | --- |
|  | Rating | Briefly list strengths and/or areas of focus for improvement. | Indicate evidence reviewed. |
| 1 | 2 | 3 | 4 |
| The district/campus provides equal access to all CTE programs for all Perkins subpopulations. |  | 2 |  |  | Open enrollment/access for traditional and Perkins subpopulations is a priority for Gallatin College but can be expanded/improved for certain one-year certificate programs.  | Enrollment trends, waitlist data, program cohort size.  |
| There are no enrollment discrepancies for students from special populations in programs that lead to high- wage, high-skill and in-demand occupations. |  |  | 3 |  | Gallatin College does not currently track and thus does not have any documented notable performance gap measurements between specific CTE student subgroups | N/A  |
| Processes are in place to encourage all students to complete programs. | 1 |  |  |  | Our retention and student success efforts are aligned with university, state and federal standards and our advising model focuses on persistence and completion for matriculating students.  | Academic Advising Council and Advising Commons, Best Practices; Program Retention Data |
| The district/campus actively addresses potential barriers that might prevent special populations from participating in, performing in, and/or completing programs. |  | 2 |  |  | Strategies to address barriers faced by both traditional and Perkins subpopulations is a priority for Gallatin College but can be expanded/improved for certain one-year certificate programs. | Enrollment trends, student demographics data, diversity initiatives, waitlist data, program cohort size. |
| Accommodations, modifications, and supportive services are provided to CTE students as required. |  | 2 |  |  | Gallatin College emphasizes addressing accommodations, modifications and supportive services in collaboration with resources offered by MSU for students who need individual accommodation and extra support services. | Disability Services, MSU Office of Student Success, Advising protocol.  |
| The district/campus actively recruits to encourage special population students to enroll in high quality CTE programs. |  |  | 3 |  | Open enrollment/access for traditional and Perkins subpopulations is a priority for Gallatin College but can be expanded/improved for certain one-year certificate programs. | Enrollment trends, student demographics data, diversity initiatives, waitlist data, program cohort size.  |

*Further questions to consider:*

* Which population groups are underrepresented in your CTE programs overall? Which program area? Which are over-represented?
* What is the difference between participant and concentrator data for each special population?
* Which accommodations, modifications, and supportive services are most effective? Which are underutilized?
* Which recruiting efforts for special populations seem to be most effective? Which seem to produce little effect?

##### Summarize your findings here:

MSU’s (thus Gallatin College’s) disability services and diversity divisions do not track our students populations in this category, but we are working on more formal metrics to track these students including better, different ways of documenting blue cards, etc. While only 3% of Gallatin County’s high school students attend Gallatin College within 16 months of graduation, this figure is increasing.

PART F: PERFORMANCE MEASURES

* *As part of your comprehensive needs assessment, it is important to include a review of your performance measures. Recipients must use this form to review levels of performance.*
* *Recipients must identify and address any disparities or gaps in performance among population subgroups [§134(b)(9)]. In the space provide, please complete the rating for each performance measure.*

***Table 2: For Post-secondary LEA’s Only***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Rating | Met | Not Met for at least year | Not Met three consecutive years or more | Any disparities or gaps in performance among population subgroups? Briefly list your primary areas of focus |
| Performance Measure 1P1: Post-secondary Retention and Post-Program Placement |  | Just shy of goal |  | GC=84.4; State Goal =86 |
| Performance Measure 2P1: Earned Recognized Post- secondary Credential | Met |  |  | GC=100; State Goal =100 |
| Performance Measure 3P1: Non-traditional Program Concentration | Met |  |  |  |

T A: EVALUATION OF STUDENT PERFORMANCE

|  |  |
| --- | --- |
|  | **What Information Should Locals Collect: Student Performance Data** |
| **What does the law say2?**The comprehensive local needs assessment will include an evaluation of the performance of the students served by the local eligible recipient with respect to State determined and local performance levels, including an evaluation of performance for special populations and each subgroup. | **What does the law mean?**The comprehensive local needs assessment must contain an evaluation of CTE concentrators’ performance on the core performance indicators. While eligible recipients already arerequired to do this as part of their local plans under Perkins IV, the evaluation now must at a minimum include a performance analysis of the subgroups (as defined in ESSA) and the expandedlist of special populations. |

##### State Support: This data will be provided to each Local Eligible Agency from OPI or OCHE via the annual Report Card

|  |
| --- |
| *Performance Data Checklist*  |
| Perkins performance data for all current core indicators for the past year, disaggregated by CTE program area and subpopulation groups including:* Gender
* Race and ethnicity
* Migrant status
* Individuals with disabilities
* Individuals from economically disadvantaged families, low-income youth and adults
* Individuals preparing for nontraditional fields
* Single parents including single pregnant women
* Out of work individuals
* English-language learners
* Homeless individuals
* Youth who are in or who have aged out of the foster care system
* Youth with a parent who is on active duty military
 |
| Comparison data for ‘all’ students:* Secondary students – Statewide assessment data comparisons for:
	+ Graduation rate
	+ Academic achievement
	+ Placement –
* Post-secondary – Institutional data comparisons for:
	+ Credential attainment
	+ Placement
 |
| * Strategies utilized to address performance gaps for specific subgroups along with outcomes for the strategies attempted
 |

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PART B: EVALUATION OF PROGRAM QUALITY

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| **What Information Should Locals Collect: Size, Scope & Quality** |
| **What does the law say**3**?**The comprehensive local needs assessment will include a description of how CTE programs offered by the local eligible recipient are sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient. | **What does the law mean?**The provision maintains the size, scope and quality requirements in Perkins IV, but instead requires that this description be addressed through the needs assessment (which is part of the local application in Perkins V) instead of in the local plan in Perkins IV. The state has the responsibility to establish the definition of these three requirements. |

###### Criteria for Post-secondary Recipients:

* Postseconday programs must include rigorous, coherent CTE content aligned with challenging academic standards.
* Links must exist between secondary and post-secondary programs of study.
* Post-secondary Perkins funded programs must be aligned with business and industry as validated by a local business advisory committee.

**Scope**

* The expected outcomes and impact of each program and/or program of study (e.g., ability of students to earn industry- recognized credentails, academic achievement, learner access to high-skill, high-wage and in-demand programs, etc.)
* A strong definition of quality will drive funds to programs that prepare students for current and future workforce needs and may help to transitions programs that are not meeting future needs.

**Quality**

* The quantifiable evidence, physical parameters and limitations of each approved program (e.g., number of required programs or programs of study offered, required class size, availability of facilities and equipment, etc.) that relate to the ability of the program to address all student learning outcomes.
* Review this definition to make certain it aligns with the state's goals around quality, equity, access.

**Size**

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| *Size, Scope & Quality Checklist*  |
| Size (capacity focus):* Total number of programs;
* Total number of courses within each program;
* CTE participant and concentrator enrollments for the past three years, aggregate and disaggregated;
* Capacity of each program for the past three years;
* Survey results assessing student interest in CTE programs
 |
| Scope (curricular focus):* Documentation of all SCED Codes, including secondary sequences; articulation to post-secondary; and post-secondary pathways of study;
* Data on student retention and transition from secondary to post-secondary within each Montana Career Pathway (if available through 5S1 placement data);
* Descriptions of dual/concurrent enrollment programs, and data on student participation;
* Data on student industry-recognized credential attainment in each program disaggregated by student demographic;
* Curriculum standards showing depth and breadth of program;
* Opportunities for extended learning within and across CTE programs of study

(e.g. job-shadowing, internships, pre- or registered apprenticeships). |
| Quality (outcome focus):* Curriculum standards and frameworks aligned to industry need;
* Assessments leading to industry recognized credentials;
* Documentation of partnership communication and engagement activities;
* Documentation of adherence to safety requirements;
* Documentation of Career Technical Student Organization (CTSO) activities and alignment to curriculum;
* Data collection mechanisms;
* Program improvement processes;
* Data on placement in employment following program participation (post- secondary only);
* Results of outside evaluation tools.
 |

PART B-2: LABOR MARKET ALIGNMENT

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| **What Information Should Locals Collect: Labor Market Alignment** |
| **What does the law say4?**The comprehensive local needs assessment will include a description of how CTE programs offered by the eligible recipient are aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development board or local workforce development board, including career pathways, where appropriate. The CLNA may also identify programs designedto meet local education or economic needs not identified by State boards or local workforce development boards. | **What does the law mean?**The law requires an analysis of how CTE programs are meeting workforce needs, and provides eligible recipients with multiple ways to demonstrate labor market demand, from a combination of state and local sources. |

If your school is not able to match a CTE program with workforce occupations, provide a two-year plan for re-training/re- tooling your CTE teacher(s) to bring the program into alignment (for secondary LEA’s only).

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| *Labor Market Alignment Checklist*  |
| * State and Local Labor Market Information (LMI) current and projected employment;
* Montana Department of Labor and Industry long-term and intermediate labor market forecasts;
* Third party data dashboards (such as Naviance, etc.);
* Input from local business and industry representatives, with reference to opportunities for special populations;
* Alumni employment and earning outcomes from a state workforce agency, or alumni follow up survey;
* CTE Program of Study concentrator data for three years;
* Program size, scope and quality analysis.
 |

PART C: PROGRESS TOWARD IMPLEMENTING CTE PROGRAMS/PROGRAMS OF STUDY

**Sec 3(41): Program of Study**. A coordinated, non-duplicative sequence of academic and technical content at the secondary and post-secondary level that:

* Incorporates challenging State academic standards;
* Addresses both academic and technical knowledge and skills, including employability skills;

### Progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);

* Has multiple entry and exit points that incorporates credentialing; and
* Culminates in the attainment of a recognized post-secondary credential.

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| *Program of Study Checklist*  |
| * Documentation of course sequences and aligned curriculum for each CTE program;
* Standards for academic, technical and employability skills taught per course;
* Trend data on dual and concurrent enrollment in CTE programs;
* Definitions used for alignment, dual and concurrent enrollment, academic and technical standards;
* Trend data on student participation;
* Advisory committee notes/minutes;
* Data on credential attainment by type;
* Notes on industry participation.
 |

PART D: RECRUITMENT, RETENTION AND TRAINING OF CTE EDUCATORS

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| *CTE Educators Checklist*  |
| * Data on faculty, staff, administrator and counselor preparation, credentials, salaries and benefits and demographics;
* Student demographic data;
* Description of recruitment process;
* Description of retention process;
* Description of professional development, mentoring and externship opportunities;
* Data on educator participation in professional development, mentoring and externships;
* Findings from educator evaluations or other resources about impact of professional development, mentoring and externships;
* Survey or focus results conducted with educators regarding needs and preferences;
* Trend data on educator and staff shortage areas in terms of CTE area and demographics;
* Trend data on educator and staff retention in terms of CTE area and demographics;
 |

PART E: PROGRESS TOWARD IMPROVING EQUITY AND ACCESS

The definition of Special Populations has broadened under Perkins V, so it is important to check your data systems for access to information.

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| ***Sec. 3(48) Special Populations.*** *The term “special populations” means –* |
| * *Individuals with disabilities;*
* *Individuals from economically disadvantaged families, including low income youth and adults;*
* *Individuals preparing for non- traditional fields;*
* *Single parents, including single pregnant women;*
* *Out-of-work-individuals;*
 | * *English-language learners;*
* *Homeless individuals described in section 725 of the McKinney-Vento Act;*
* *Youth who are in, or have aged out of, the foster care system;*
* *Youth with a parent who is:*
	+ *a member of the armed service*
	+ *on active duty status*
 |
| *Access & Equity Checklist*  |  |
| * Program promotional materials (offered in other languages for ELLs and Parents/guardians);
* Recruitment activities for each special population;
* Career guidance activities for each special population;
* Processes for communicating and providing accommodations, modifications and supportive services for special populations;
* Available services to support all students, including special populations;
* Procedures for work-based learning for special population students;
* CTE participation and performance by each career area and special population;
* Data on participation in CTSO in terms of special populations;
* Findings from the Student Performance section;
* Findings from the Program Quality section;
* Findings from surveys/focus groups with student, parents and/or community representatives of special populations.
 |

# APPENDIX C: POTENTIAL PARTNER WORKSHEET

Use this template to identify potential partners for your CLNA. All listed are **required** in Perkins V unless noted with \*.

|  |  |  |  |
| --- | --- | --- | --- |
| Role | Individuals | Organization | Email/Contact |
| Secondary CTE teachers: |  |  |  |
| Secondary career guidanceand academic counselors: |  |  |  |
| Secondary principal, administrator, leader: | Bob Connors, Superintendent | Bozeman School District | Bob.Connors@bsd7.org |
| Secondary instructional support, paraprofessional: |  |  |  |
| Post-secondary CTE faculty: |  |  |  |
| Post-secondary administrators: |  |  |  |
| Members of local workforce development boards: | Holly Wolfe, Director | Bozeman Job Service | Holly.wolfe@mt.gov  |
| \*Member of regional economic developmentorganization: | Brit Fontenot, ED Paul Reichert, ED | City of Bozeman Prosperal Business Network | Bfontenot@bozeman.net Preichert@prosperabusinessnetwork.org  |
| Local Business and Industry Representatives: | Daryl Schliem, CEO Bill Procunier, President | Bozeman Chamber Granite TCS, Inc.  | Dschliem@bozemanchamber.combprocunier@granitetcs.com  |
| Parents and students: |  |  |  |
| Representatives of special populations:Gender, race, ethnicity, migrant status, disability, economically disadvantaged, nontraditional, single parent, pregnant women, out of work individuals, English-language learners, homeless, foster care, active duty military,\*corrections. |  |  |  |
| Representatives of regional or local agencies serving out-of- school youth, homeless children and youth and at-riskyouth: |  | Human Resource Deveopment Council, IX |  |
| Representatives of IndianTribes and Tribal organizations: |  |  |  |
| Other stakeholders |  |  |  |

# NOTES: Board and other related notes:

# **Please see attachment (Titled Contact List for Appendix C) for a spreadsheet list of all program advisory board and secondary partner contact information.**