**MONTANA PERKINS V**

**COMPREHENSIVE LOCAL NEEDS ASSESSMENT**

***template & GUIDE***

**2022-2024**

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# Introduction

One of the most significant changes in Perkins V (the Strengthening Career and Technical Education (CTE) for the 21st Century Act) is the 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.**

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](#AppendixA).

# 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]](#footnote-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.

Local Needs Assessment worksheets should be emailed 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.

# 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 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](#AppendixB) 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](#AppendixC) to assist with brainstorming possible participants in your stakeholder engagement activities around the CLNA.

# Gathering Data

This portion of the guide will walk you through suggested methods for completing the worksheets in the following sections.

The comprehensive local needs assessment has six required elements. When considering each part of the CLNA, always keep the consultation requirement of Perkins V in mind, along with the list of required stakeholders outlined lined in the previous section.

## PART A: Evaluation of Student Performance

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| **What Information Should Locals Collect: Student Performance Data** | |
| **What does the law say[[2]](#footnote-2)?**  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 are required 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 expanded list of special populations. |

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

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| 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:   * 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 |

## PART B: Evaluation of Program Quality

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| **What Information Should Locals Collect: Size, Scope & Quality** | |
| **What does the law say**[[3]](#footnote-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. |

## PART B-1: Size, Scope and Quality

What is size, scope and quality? These definitions are important to ensure funds are used to drive quality, equitable, and impactful programs.

**Criteria for Post-secondary Recipients:**

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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 say[[4]](#footnote-4)?**  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 designed to 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. |

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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

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| **What Information Should Locals Collect: Progress towards Implementing CTE Programs/Programs of Study** | |
| **What does the law say[[5]](#footnote-5)?**  The comprehensive local needs assessment will include an evaluation of progress toward the implementation of CTE programs and programs of study. | **What does the law mean?**  This evaluation should be both a backward and forward-looking review of the programs and programs of study offered. In addition to meeting the size, scope and quality, this requirement addresses current and future plans to support the implementation of programs and 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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| **What Information Should Locals Collect: Recruitment, Retention and Training of Faculty and Staff** | |
| **What does the law say[[6]](#footnote-6)?**  The comprehensive local needs assessment will include a description of how the eligible recipient will improve recruitment, retention, and training of CTE teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions. | **What does the law mean?**  Eligible recipients must evaluate their current and future recruitment, retention and professional development needs. This may require root cause analyses of teacher or other professional shortages. |

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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; |

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## PART E: Progress toward Improving Equity and Access

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| **What Information Should Locals Collect: Progress Towards Improving Access & Equity** | |
| **What does the law say[[7]](#footnote-7)?**  The comprehensive local needs assessment shall include a description of:   * Progress toward implementation of equal access to high-quality CTE courses and programs of study, for all students including strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations; * How they are providing programs that are designed to enable special populations to meet the local levels of performance; and * How they are providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency. | **What does the law mean?**  This requirement is focused on supports for special populations. The law challenges states to assist locals in directing resources or supports to close performance gaps and remove barriers. There may be different supports necessary to address different barriers and different populations. |

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) * 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. | |

# 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

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

## Identified Needs

For each question, identify the *needs* that emerge through evidence gathered from stakeholders and other empirical evidence such as data or reports. You may identify multiple needs for each questions. Remember, your local application will need to reflect specific needs identified in the CLNA.

## Evidence/Data Used

Please briefly indicate what evidence was used to identify the listed need(s). This may include type of stakeholder engagement or feedback, data collected, correspondence, etc.

## Stakeholders

For each stated need, please identify which stakeholders were consulted. A list of potential stakeholders is included in Appendix C. The following stakeholders are required according to Perkins V law. Not all stakeholders must be consulted for each question/section, but all stakeholders listed in the **Stakeholder Engagement, Step 2** section above must be represented somewhere in the CLNA.

## Strategies

Please briefly describe any strategies and methods identified by stakeholders, data, or best practices that may be used to address the identified need(s).

# Comprehensive Local Needs Assessment Worksheets

## BACKGROUND

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| --- |
| 1. Please briefly describe the methods and strategies used to gather input for this Comprehensive Local Needs Assessment. Examples may include the methods of stakeholder engagement (advisory boards, surveys, in-person meetings, correspondence, etc.) as well as sources of data collects to identify relevant needs. |
| The following methods and strategies were used to complete the CLNS:  Highlands College Industrial Advisory Board  Butte Silver-Bow City County Government – meetings with Chief Executive, Budget Directors, American Rescue Plan Act Committee, Butte Silver-Bow Council of Commissioners  Career Futures – meetings and one on one conversation  Action, Inc. – meeting with board members  Department of Labor - online data  Individual employer/industry stakeholders  Community, Counseling and Correctional Services Montana – CCCS – meetings with administration to determine needs  High school advisory boards, curriculum directors, counselor and administration  Faculty – relay information industry is giving them. |
| 2. Please briefly summarize the priority areas identified through the Comprehensive Local Needs Assessment process. Examples may include CTE programs, courses, work-based learning opportunities, etc. that emerged as priorities from data and stakeholder feedback. |
| Since 2020, Highlands College has closed five academic programs and reduced by 7 FTE in personnel. Also, in 2020, HC was placed under new leadership and the campus brought in consultants to determine how to turn the college around. This has brought pains and successes. Interim Dean, VanDaveer looked at every program, enrollment, retention, and completion as well as other areas to determine where to begin.  With retirements and other faculty changes, HC is moving forward strategical Line Program, Precision Machining, Metals Fabrication, Network Technology/Cyber Security, Radiological Technology and Welding Technology and they are all in high demand in our area, the state and nation. Each program is being evaluated on enrollment, retention, student satisfaction, course delivery and that it is meeting industry needs.  Programs that were eliminated focused in business and healthcare which will lead to a decrease in female students. By targeted outreach, HC-MT will be focused on rebuilding the loss.  To meet the needs of industry and the community HC is proposing to hire an Instruction Designer to put most theory courses online which will allow upskilling, re-entry and overall better service to students. We will enhance our Automotive Technology Program by adding electric/hybrid, OSHA training for construction faculty and updated career pathway information for all our partners (Career Futures, Action Inc., Rural Economic Opportunities, Community Management Team, etc.) Highlands College will communicate with industry partners often and make program changes as needed. |

## PART A: Evaluation of Student Performance

Please answer the following questions to evaluate how your CTE programs support and improve student performance and Perkins measures. **Data will be provided to each Local Eligible Agency OCHE via the annual Report Card.** Address those statements and questions that provide the best and most relevant feedback to your campus.

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| **Identified Needs**  There may be multiple needs in a part. | **Evidence/Data Used**  to identify the need | **Stakeholders**  who were/will be consulted | **Strategies**  to address the identified need |
| 1. How are all students performing on the Perkins Core Indicators? What improvements can be made to ensure support for all students? | | | |
| Students are performing significantly below state goal | Based on institution research and 2020 Perkins Report card. | Student Services  Counseling  Disability Services  Faculty  Student surveys | Highlands College (HC-MT) has closed five programs since 2020, new faculty have been hired and the college in under new leadership. Training for faculty advising, partnering with the Academic Center of Excellence for tutoring and student services, following up with students to make sure they feel supported and are enrolled in the next semester. Many of these are already in place. |
| 2. How are students from special populations performing in CTE programs? What improvements can be made support them? | | | |
| Special populations are not performing near state rate. Need for better advising and support. | Based on institution research and 2020 Perkins Report card. | Student Services  Counseling  Disability Services  Career Futures  Rural Economic Opportunities  Job Service  Action Inc. | Partnering with Academic Center for Excellence (ACE) to have an academic coach placed at HC-MT to increase support. Faculty are being training on advising. Partnering with the counseling and wellness departments to determine actions.  HC will write for the non-traditional grant. |
| 3. Are there any CTE programs where special populations are performing below average? What improvements can be made to address this? | | | |
| All special populations are performing below state rate. | Based on institution research and 2020 Perkins Report card. | Student Services  Disability Services  Counseling/Wellness  Career Futures  Rural Economic Opportunities  Job Service  Action, Inc. | Using student surveys to determine what students need to be successful. Working with key leadership to implement change. Focusing on making sure students feel accepted and safe in our environment. Counseling and wellness activities are held,s outreach to special populations. |
| 4. How are students from different genders, races, and ethnicities performing in CTE Programs? Do any performance gaps exist? | | | |
| HC-MT enrollment is low and the low percentages reflect that climate of the school in 2020. American Indian and Alaska Natives performed at 100% as did “two or more races”. | Based on institutional research and 2020 Perkins Report card. | Student Services – student surveys  Disability Services  Counseling/Wellness |  |
| 5. What are the potential root causes of inequities in performance in each CTE program? | | | |
| It is hard to explain what a depressed state HC was in in 2020. This feeling was felt by students and lead to dissatisfaction and overall unwelcome feeling. Food services were removed from HC leaving the students with only vending machine food. Overall, it was a dismal place. | Campus student surveys | Student surveys | HC-MT has implemented new procedures and trainings as listed above. |

## PART B-1: Evaluation of Size, Scope and Quality

Please answer the following questions to evaluate the Size, Scope, and Quality of your CTE programs. Address those statements and questions that provide the best and most relevant feedback to your campus.

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| --- | --- | --- | --- |
| **Identified Needs**  There may be multiple needs in a part. | **Evidence/Data Used**  to identify the need | **Stakeholders**  who were/will be consulted | **Strategies**  to address the identified need |
| 1. Does your campus offer CTE programs that students choose to enroll in? Are programs regularly filled or with waiting lists? | | | |
| Yes, five programs have been closed due to low enrollment. Radiological Technology and Pre-Apprenticeship Line Programs both have waiting lists. Construction, machining and welding are 90% full. | Institutional Research to determine enrollment. | Monitoring classes and equipment needs on a semester basis | By partnering with other funding sources as well as BSB City County HC will be able to purchase updated equipment in order to expand class capacity.  Careful monitoring of enrollment  Identifying other industry funding sources. |
| 2. Does your campus offer a sufficient number of courses and sections within programs? Are there any courses that students have difficulty enrolling in because they are regularly full? How might you address this? | | | |
| For the most part students are able to enroll in their courses. As enrollment groups this will be closely monitors | Enrollment reports | Departments head  Student input  Faculty | Each program is being evaluated to determine what their capacity is and HC is working to identify solutions. |
| 3. Are all students who wish to access district/campus CTE programs are able to do so? | | | |
| HC-MT believes so with the exception of our Line Program which has physical requirements to enter. | Students  Prospective students | Enrollment Office  Satisfaction surveys | HC monitors student needs closely and responds on a case by case basis to find a positive solution. The disabilities office assists. |
| 3. What are the demographics of students not accepted into CTE programs? Are there any gaps in admission for students in special populations or based on different genders, races, and ethnicities? | | | |
| HC-MT accepted all students who apply except for in the Line Program which has a limited enrollment. | Institutional research | Enrollment Services | HC-MT is working with community partners whose clients fit into the special population in order to increase diversity as well as have the resources available to increase their success. Also an OCHE TRIO EOC Coordinator is housed at HC-MT which is a tremendous help. |
| 4. Are your programs strongly aligned to local business/industry requirements? | | | |
| Yes, through our Industry Advisory Board, talking with employers/industry, BSB City County Government we are strongly aligned. | Industry meetings | Industry | HC-MT monitors programs on a semester basis to identify an changes that must be made to meet industry needs. |
| 5. Do your programs include embedded industry recognized credentials, internships, and/or apprenticeships? Are there work based learning opportunities? | | | |
| Programs have embedded credentials and we are working on internships and apprenticeships.  Internships and/or apprenticeships are not available. | Institutional Research | Industry | HC-MT will pay a faculty summer compensation to work on internships and apprenticeships.  HC-MT is working on functioning efficiently enough to start such opportunities. |

## 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.

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| --- | --- | --- | --- |
| **Identified Needs**  There may be multiple needs in a part. | **Evidence/Data Used**  to identify the need | **Stakeholders**  who were/will be consulted | **Strategies**  to address the identified need |
| 1. Do your CTE programs prepare students for occupations that are high skill, high wage, and in-demand? | | | |
| Yes. | Montana DLI Employment Projects data  O’Net | DLI  BSB City County Government  O’Net | HC-MT will evaluate data on a regular basis to ensure our programs are leading to high skill, high-wage and demand occupations. |
| 2. What are the highest projected growth industries in the region/state? What occupations are part of that industry? | | | |
| Southwest Montana’s projected job growth is 1.2%. Carpenters, construction laborers, automotive services, commercial driver’s license, utility line, cyber security. Machining and welding continue to be strong in Montana. Butte is unique in that there is a large mining and utility industry that requires skilled workforce other than what you see on reports. These include all the above-mentioned industries as well as heavy equipment and civil engineering technicians. | Department of Labor | Industry partners to identify what the next needs will be | Continue to work with industry and monitor DLI reports to ensure our graduates are skilled for the current workforce. |
| 3. How do CTE program enrollments match projected job openings? Where are the biggest gaps? | | | |
| HC-MT has a gap in the number of Cybersecurity graduates produced and it not meeting the need. Montana Tech has the only four-year Cyber program in the state and HC-MT is analyzing why the two-year program is not at capacity | Employer department  Institution Research | Employees | Our programs are helping with job opening but we want to do better.  Increased oversite and filling programs to capacity will help. |
| 4. Are your CTE programs strongly aligned to local business/industry requirements? | | | |
| Yes, but it can always be better | Industry response | Industry | Enhanced business/industry relations will ensure alignment. |
| 5. Does your campus have policies in place to respond to changes in the labor market and develop new, or refine existing, CTE programs? | | | |
| Yes. HC-MT, with the help of BSB City County, are working together to ensure rapid change can be implemented as needed. | Campus policy  BOR policy | Industry  Montana Tech Administration | Policies are being developed to set parameters on how new development is managed. |
| 6. Do your industry partners indicate that students graduate ready to enter high-skill, in-demand, and high-wage job positions? | | | |
| Yes, mostly. HC-MT will be adding a modular home component to construction and electric/hybrid in automotive to meet industry needs. Also, by having theory courses available online this will allow employers to upskill employees. | Industry feedback  Graduate surveys | Industry | HC-MT continues to solidify industry partnerships which will lead to better data. |
| 7. Do your CTE program graduates thrive in the workplace? Do you have procedures in place to measure this? | | | |
| Based on graduate surveys students who choose to stay in their field of study, they are thriving. Special focus has been put on the completing the surveys and better data should be available in a year. Feedback from industry has been positive. | Surveys | Industry feedback  Student survey | HC-MT is committed to implementing procedures for ensure accurate measuring. |
| 8. Do your programs provide opportunities for students with disabilities, English-language learners, or other special populations to access the local labor market? | | | |
| Yes. These opportunities are available. Each case is unique and handled in the appropriate manner. | Institutional Research |  |  |
| 9. Do your programs include embedded industry recognized credentials, internships, and/or apprenticeships? Are there work based learning opportunities? | | | |
| Yes, to embedded credentials. HC-MT is still working to break into apprenticeships. |  |  |  |

## 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.

|  |  |  |  |
| --- | --- | --- | --- |
| **Identified Needs**  There may be multiple needs in a part. | **Evidence/Data Used**  to identify the need | **Stakeholders**  who were/will be consulted | **Strategies**  to address the identified need |
| 1. Are your CTE programs fully aligned and articulated across secondary and post-secondary education? Are there clear career pathways outlined? | | | |
| Career pathway development is a key goal for the upcoming AY. All the HC-MT curriculums were revised in the past year requiring career pathway information updates | Current information is not up to date | Secondary schools  Faculty | Place updated information with high schools, community partners, organizations and groups. |
| 2. Do your programs incorporate relevant academic, technical and employability skills at every learner level? | | | |
| This area needs further review. | Develop metric to determine if every learner level is being met | Faculty  Disability Services | Perkins Director will lead the review |
| 3. Do your CTE programs have opportunities available for secondary students to earn dual credit? | | | |
| Civil Engineering Technology, Radiological Technology do not currently have DC opportunities. | When theory classes are online there will be courses available for DC. Faculty will apply for needed certifications | Faculty  Dual Enrollment Director  Rural Education Coordinator | Work with Instructional Designer to focus on classes for these programs. |
| 4. Do your CTE programs have multiple entry and exit points for students? | | | |
| Yes, most programs | HC-MT has purposefully designed programs to offer certificates, associate of applied science degrees with industry recognized credentials. | Department Head  Faculty | Continually review to add entry and exit points. |
| 5. What is the role of business and industry partners in the current CTE program of study development and delivery? | | | |
| Faculty work with industry partners to determine what changes must be made to curriculum to meet their needs. | Graduate outcomes  Industry satisfaction of graduates | Industry  Faculty | With the changes that have come with leadership, industry is at the front of conversations. |

## 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.

|  |  |  |  |
| --- | --- | --- | --- |
| **Identified Needs**  There may be multiple needs in a part. | **Evidence/Data Used**  to identify the need | **Stakeholders**  who were/will be consulted | **Strategies**  to address the identified need |
| 1. Does your campus CTE staff reflects the demographic makeup of the student body? | | | |
| Yes, the majority of our students are male and while which is reflected in the faculty. | Student and faculty information | Institutional Research | HC-MT will continue to monitor faculty as student demographic changes. |
| 2. Do you have processes are in place to recruit new CTE educators? Does your campus have onboarding processes in place to bring new professionals into the system? | | | |
| Onboarding is becoming better. Focus needs to be on this area. | Feedback from new professionals | Faculty | Continue to identify improvements. |
| 3. Are all educators teaching in CTE programs adequately credentialed? | | | |
| Yes. | Credentials | Faculty | Review will take place this year. |
| 4. Is regular, substantive, and effective professional development is offered around CTE, academic, and technical instruction? | | | |
| HC-MT values professional development and make efforts to meet requests | Faculty needs | Faculty and staff | Continue to identify areas of need |
| 5. In what CTE subject areas are more educators needed? | | | |
| All of the subject areas are in high demand and industry pays more which makes recruitment difficult. | Current employment opening | Industry | Working to identify industry partners to assist with recruitment. |

## 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.

|  |  |  |  |
| --- | --- | --- | --- |
| **Identified Needs**  There may be multiple needs in a part. | **Evidence/Data Used**  to identify the need | **Stakeholders**  who were/will be consulted | **Strategies**  to address the identified need |
| 1. Does your campus have policies in place to ensure equal access to all CTE programs for all Perkins subpopulations? | | | |
| Policy is in place and disabilities coordinator will work with students and faculty to ensure access and inclusion within programs. | Enrollment reports | Disabilities coordinator, Counselor, caseworkers | With the addition of a disability’s coordinator. |
| 2. Are there any enrollment discrepancies for students from special populations in programs that lead to high-wage, high-skill and in-demand occupations? | | | |
| Almost all programs lead to high-wage, high-skill and in-demand occupations. | Institutional Research | Faculty | Monitor special population enrollment in each program |
| 3. Does your campus have processes in place to actively address potential barriers that might prevent special populations from participating in, performing in, and/or completing programs? | | | |
| Yes, but it could be improved | Student reports  Faculty | Disabilities Coordinator  Faculty  Counseling | HC-MT will evaluate process to identify areas of improvement |
| 4. Are accommodations, modifications, and supportive services are provided to CTE students as required? | | | |
| Yes | Disability services report | Disabilities Services | Services are managed by Disability Services and Counseling who will contact if changes must be made. |
| 5. Does your campus have procedures in place to actively recruits to encourage special population students to enroll in high quality CTE programs? Which recruiting efforts for special populations seem to be most effective? | | | |
| Some. Efforts to engage individuals from economically disadvantaged families, non-traditional fields and foster care are made. | Institutional Research | Outreach to TRIO programs, Action, Inc. to identify possibly students to recruit | Events for special populations seem to be moderately effective. |
| 6. Which population groups are underrepresented in your CTE programs overall? Which program area? Which are over-represented? | | | |
| All except for individuals from economically disadvantaged families and that could be higher | Institutional research and 2020 Perkins Report Card | Outreach to community organizations | Recruiting efforts of underrepresented groups |

## 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 |  | X |  | Advising, student satisfaction, registration events, one-on-one with students by academic coach. |
| Performance Measure 2P1: Earned Recognized Post-secondary Credential | X |  |  |  |
| Performance Measure 3P1: Non-traditional Program Concentration |  |  | X | Writing for non-traditional grant |

# Appendix A: Reference Documents

## **Perkins V Law:** https://www.govinfo.gov/content/pkg/COMPS-3096/pdf/COMPS-3096.pdf

## **Perkins V Guidance:**

**A Guide for State Leaders: Maximizing Perkins V’s Comprehensive Local Needs Assessment & Local Application to Drive Quality and Equity in CTE (**[**Word**](https://cte.careertech.org/sites/default/files/Maximizing_Perkins_Local_Needs_Assessment_10-27-18.docx)**and**[**PDF**](https://cte.careertech.org/sites/default/files/Maximizing_Perkins_Local_Needs_Assessment_10-27-18.pdf)**)**  
This guide from Advance CTE provides a summary, analysis and guidance for each major component of the comprehensive local needs assessment and the decisions states can be making now to support a robust CLNA process that aligns with the state’s overall vision for CTE

**A Guide for Local Leaders: Maximizing Perkins V's Comprehensive Local Needs Assessment & Local Application to Drive Equality in CTE (**[**PDF**](https://cte.careertech.org/sites/default/files/Maximizing_Local_Needs_Assessment_LocalLeaders_10-31-2018.pdf)**)**  
This guide from ACTE provides an overview and guidance for the comprehensive local needs assessment so that local leaders can utilize it as a tool for program improvement.

**Policy Benchmark Tool: CTE Program of Study Approval** ([**LINK**](https://careertech.org/resource/program-approval-policy-benchmark-tool))

This guide from Advance CTE provides a tool for policy evaluation. An effective process for setting priorities is modeled in this guide.

## Other Resources:

The needs assessment in Perkins V was modeled after the assessment created for Title IV-A (Student Support and Academic Enrichment Grants) in ESSA (with some changes) so these resources that might serve as useful reference points:

Using Needs Assessments for School and District Improvement: A Tactical Guide

Council of Chief State School Officers. December 5, 2018 **(**[**LINK**](https://ccsso.org/resource-library/using-needs-assessments-school-and-district-improvement-0)**)**

Worksheets From: Using Needs Assessment for School and District Improvement

Council of Chief State School Officers. Julie Corbett and Sam Redding. 2017. [**(LINK)**](https://www.ccsso.org/sites/default/files/2017-12/Worksheets-from-Needs-Assessment.pdf)

Needs Assessment Guidebook

State Support Network. Cary Cuiccio and Mary Husby-Slater. May 2018 **(**[**LINK**](https://statesupportnetwork.ed.gov/system/files/needsassessmentguidebook-508_003.pdf)**)**

# Appendix B: Public Participation Guide: Tools to Generate and Obtain Public Input

[Toolkit developed by the US EPA](https://www.epa.gov/international-cooperation/public-participation-guide-tools-generate-and-obtain-public-input) (https://www.epa.gov/international-cooperation/public-participation-guide-tools-generate-and-obtain-public-input).

Excerpt from document:

The following table lists some basic [in-person](https://www.epa.gov/international-cooperation/public-participation-guide-glossary-guide-terms#inperson) tools for obtaining public input.

| **In-Person Tools for Generating Input** | | |
| --- | --- | --- |
| Tool | # of Participants | Best Suited for |
| [Interviews](https://www.epa.gov/international-cooperation/public-participation-guide-stakeholder-interviews) | Individual or Small Group | Learning about individual perspectives on issues |
| [Focus Groups](https://www.epa.gov/international-cooperation/public-participation-guide-focus-groups) | Small groups (15 or fewer) | Exploring attitudes and opinions in depth |
| [Study Circles](https://www.epa.gov/international-cooperation/public-participation-guide-study-circles) | Small (5-20) | Information sharing and focused [dialogue](https://www.epa.gov/international-cooperation/public-participation-guide-glossary-guide-terms#dialogue) |
| [Public Meetings/Hearings](https://www.epa.gov/international-cooperation/public-participation-guide-public-meetings) | Large groups | Presenting information to and receiving comments or feedback from the public |
| [Public Workshops](http://www.dse.vic.gov.au/effective-engagement/toolkit)  (Effective Engagement Toolkit from Victoria, Australia, Department of Sustainability and Environment) | Multiple small groups (8-15 in each small group) | Exchanging information and/or problem-solving in small groups. |
| [Appreciative Inquiry Process](https://www.epa.gov/international-cooperation/public-participation-guide-appreciative-inquiry-process) | Varies, but usually involves "whole system" | Envisioning shared future, not making decisions |
| [World Cafes](https://www.epa.gov/international-cooperation/public-participation-guide-world-cafes) | Very adaptable, involving multiple simultaneous conversations (4-8 in each small group) | Fostering open discussion of a topic and identifying areas of common ground |
| [Charrettes](https://www.epa.gov/international-cooperation/public-participation-guide-charrettes) | Small to medium | Generating comprehensive plans or alternatives |
| [Electronic Democracy](https://www.epa.gov/international-cooperation/public-participation-guide-electronic-democracy) | Unlimited | Enabling the direct participation of geographically dispersed public at their convenience |
| [Computer-Assisted Processes](https://www.epa.gov/international-cooperation/public-participation-guide-computer-assisted-processes) | Large | Receiving real-time quantitative feedback to ideas or proposals |

# 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 guidance and academic counselors: |  |  |  |
| Secondary principal, administrator, leader: |  |  |  |
| Secondary instructional support, paraprofessional: |  |  |  |
| Post-secondary CTE faculty: |  |  |  |
| Post-secondary administrators: |  |  |  |
| Members of local workforce development boards: |  |  |  |
| \*Member of regional economic development organization: |  |  |  |
| Local Business and Industry Representatives: |  |  |  |
| 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-risk youth: |  |  |  |
| Representatives of Indian Tribes and Tribal organizations: |  |  |  |
| Other stakeholders desired: |  |  |  |

# Appendix D: Program Quality Evaluation Tools

ACTE’s Quality CTE Program of Study Framework

ACTE’s evidence-based framework assessing across 12 elements to capture the program scope, delivery, implementation and quality. It also touches on program staffing and equity. ([LINK](https://www.acteonline.org/wp-content/uploads/2018/02/ACTE-HighQualityCTEFramework-Draft4.0-Beta.pdf))

Rubric for Linked Learning Pathway Quality Review and Continuous Improvement

Guide to planning and implementing high quality linked learning pathways ([LINK](http://www.connectedcalifornia.org/direct/files/certification/Certification_Rubric_Booklet_121112_secure.pdf))

Design Specification for Implementing the College and Career Pathways System Framework

American Institutes for Research facilitator’s guide for continuous improvement in designing a career pathways

1. Maximizing Perkins V’s Comprehensive Needs Assessment & Local Application to Drive CTE Program Quality and Equity. Association for Career and Technical Education. Updated October 31, 2018. [↑](#footnote-ref-1)
2. **Section 134(c)(2)(A)** states the needs assessment must include: An evaluation of the performance of the students served with respect to State determined and local levels of performance, including an evaluation for special populations and each subgroup described in section 1111 of the ESEA. [↑](#footnote-ref-2)
3. **Section 134(c)(2)(B)(i)** states the needs assessment must include: A description of how career and technical programs offered are sufficient in size, scope, and quality to meet the needs of all students served. [↑](#footnote-ref-3)
4. **Section 134(c)(2)(B)(ii)** states the needs assessment must include: A description of how career and technical education programs are aligned to State, regional, Tribal or local in-demand industry sectors or occupations identified by the State workforce development board or are designed to meet local education or economic needs not identified by the local workforce development boards. [↑](#footnote-ref-4)
5. **Section 134(c)(2)(C)** states the needs assessment must include: An evaluation of progress toward the implementation of career and technical education programs and programs of study. [↑](#footnote-ref-5)
6. **Section 134(c)(2)(D)** states the needs assessment must include: A description of how the eligible recipient will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions. [↑](#footnote-ref-6)
7. **Section 134(c)(2)(E)** states the needs assessment must include: A description of progress toward implementation of equal access to high-quality career and technical education courses and program of study for all students including:

   * Strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;
   * Providing programs that are designed to enable special populations to meet the local levels of performance; and
   * Providing activities to prepare special populations for high-skill, high-wage, or in demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

   [↑](#footnote-ref-7)