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# Perkins V: Comprehensive Local Needs Assessment

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# STRATEGIC PLAN

**Our Vision:** Missouri public schools: the best choice ... the best results!

**Our Mission:** The Missouri Department of Elementary and Secondary Education's mission is to guarantee the superior preparation and performance of every child in school and in life.

**Our Goal:** All Missouri students will graduate ready for success.

## STRATEGIC PRIORITIES

**A. Access, Opportunity, Equity:** Provide all students access to a broad range of high-quality educational opportunities from early learning into post-high school engagement

**B. Teachers and Leaders:** Prepare, develop and support educators to ensure an effective teacher in every classroom and an effective leader in every school

**C. Efficiency and Effectiveness:** Create an internal environment of continuous improvement, effective programming and efficient business operations





## Perkins V

- Carl D Perkins Vocational and Technical Education Act first authorized in 1984 and reauthorized in 1998, 2006, and 2018
- Goal is to increase the quality of technical education in US in order to help the economy
- Provides \$1.2 billion in federal support to CTE/\$23 million for MO
- New law: Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act signed into law on July 31, 2018



# Major Changes between Perkins IV & Perkins V

- Builds on current success of Perkins V
- Requires data-driven decision making
- Increases stakeholder involvement
- Enhances efforts to serve special populations
- Encourages innovation



## CLNA is an opportunity to:

- Create programs to ensure access/success for students
- Ensure POS are aligned to workforce needs and economic priorities
- Set strategic short- and long-term goals and priorities
- Regularly engage in conversation with stakeholders



# Guidebook Contents

- Introduction
- Stakeholder Engagement
- Section One: Gathering information
- Section Two: Discussing and Recording Your Findings
- Section Three: Merging Findings and Setting Priorities
- Section Four: getting Ready for the Local Application
- Final Thoughts
- Appendices



# Stakeholder Engagement

- Identify a Leadership Team
- Identify Required Stakeholder Participants



## Six Required Elements

- Evaluation of Student Performance
- Evaluation of Program Quality
- Labor Market Alignment
- Evaluation of CTE Programs of Study
- Evaluation of Recruitment, Retention and Training of CTE Educators
- Equity and Access to High Quality CTE Programs for All Students



# Framework Structure

- Brief Description
- Suggested Materials to Gather and Consult
- Suggested Priority Participants in the Discussion
- Ideas for Consultation
- Questions to consider

# Evaluation of Student Performance

## What the law says

- 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.

# Evaluation of Student Performance

- Special Populations
  - ❑ Individuals with Disabilities
  - ❑ Individuals from Economically Disadvantaged Families
  - ❑ Individuals Preparing for Non-traditional Fields
  - ❑ Single Parents
  - ❑ Out of Workforce Individuals
  - ❑ English Learners
  - ❑ Homeless Individuals
  - ❑ Youth in Foster Care
  - ❑ Youth with Parent in Active Military
  - ❑ Migrant Students

# Evaluation of Student Performance

- During the 2019 -2020 School Year (Secondary)
  - ▣ Submit Perkins data as required under Perkins V
    - CTE participation by Career Cluster
    - CTE concentrators by Career Cluster

# Evaluation of Student Performance

- Career Clusters
  - ❑ Agriculture, Food and Natural Resources
  - ❑ Architecture and Construction
  - ❑ Arts/ Audio Video Technology and Communication
  - ❑ Business Management and Administration
  - ❑ Education and Training
  - ❑ Finance
  - ❑ Government and Public Administration
  - ❑ Health Science

# Evaluation of Student Performance

- Career Clusters
  - ❑ Hospitality and Tourism
  - ❑ Human Services
  - ❑ Information Technology
  - ❑ Law, Public Safety, Corrections and Security
  - ❑ Manufacturing
  - ❑ Marketing
  - ❑ Science, Technology, Engineering and Mathematics
  - ❑ Transportation, Distribution, and Logistics
  - ❑ Construction

# Evaluation of Student Performance

- During the 2020 -2021 School Year (Secondary)
  - Perkins V Core Performance Indicators (Secondary)
    - Four Year Graduation Rate (1S1)
    - Academic Proficiency in Reading/Language Arts (2S1)
    - Academic Proficiency in Mathematics (2S2)
    - Academic Proficiency in Science (2S3)
    - Post-Program Placement (3S1)
    - Nontraditional Program Concentration (4S1)
    - Program Quality – Attained Recognized Postsecondary Credential (5S1)

# Evaluation of Student Performance

- During the 2019 -2020 School Year (Postsecondary)
  - ▣ Submit Perkins data as required under Perkins V
    - CTE participation by Career Cluster
    - CTE concentrators by Career Cluster

# Evaluation of Student Performance

- During the 2020 -2021 School Year (Postsecondary)
  - Perkins V Core Performance Indicators (Postsecondary)
    - Post-Program Placement (1P1)
    - Earned Recognized Postsecondary Credential (2P1)
    - Non-traditional Program Concentration (3P1)

# Evaluation of Student Performance

- Guiding Questions
  - ❑ How are students in CTE programs performing on federal accountability indicators in comparison to non-CTE students?
  - ❑ How are students from special populations performing in CTE?
  - ❑ How are students from different genders, races and ethnicities performing in CTE?
  - ❑ Where do the biggest gaps in performance exist between subgroups of students?

# Evaluation of Student Performance

- Aligning to Perkins V Application
  - An Analysis of Student Performance Aligns to Question #5 of the Perkins V Application

# Evaluation of Program Quality

## What the law says

- 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.

## Evaluation of Program Quality

- Sufficient in Size, Scope and Quality
- Aligned to State, Regional or Local In-Demand Industry Sectors Identified by the State Workforce Development Board
- Designed to Meet Local Education or Market Needs Not Identified by the State Workforce Development Board

# Evaluation of Program Quality

- Size
  - A full range of Department-approved career and technical education (CTE) program areas, services and activities provided by an eligible recipient that would provide educational opportunities in four of seven CTE program areas

# Evaluation of Program Quality

- Scope
  - ❑ A minimum of three (3) sequential credits (Secondary) or 12 sequential credits (Postsecondary) must be offered in each single CTE program of study.
  - ❑ The eligible recipient must provide supportive services that include student assessment, guidance, placement and remedial academic support for all students, including member of special populations who are enrolled in CTE program areas provided by the eligible recipient.
  - ❑ Each single CTE program area must have at least one secondary/postsecondary credit transfer agreement such as dual credit/concurrent enrollment or articulation agreement in place. Apprenticeship agreements and agreements to equate the attainment of an Industry Recognized Credential (IRC) are also acceptable.

# Evaluation of Program Quality

- Quality
  - ▣ Each CTE program must meet all CTE program quality requirements as per the Common Criteria and Quality Indicators (CCQI) (cut score to be determined)

# Evaluation of Program Quality

- Guiding Questions
  - ❑ Am I offering a sufficient number of courses, and course sections, within programs?
  - ❑ Are there students who want to enroll in my programs but are unable to do so?
  - ❑ Do some of my 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 my programs, such as work-based learning or instruction compare in quality?

# Evaluation of Program Quality

- Aligning to Perkins V Application
  - ▣ An Analysis of Program Quality Aligns to Question #3 of the Perkins V Application

# Labor Market Alignment

## What the law says

- The comprehensive local needs assessment will include a description of how CTE programs offered by the eligible recipient are aligned to State, regional, 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.

# Labor Market Alignment

- Aligning Programs of Study to High Wage, High Skill or in Demand Occupations
- Provide an Analysis of How CTE Programs are Meeting Workforce and Economic Development Needs

# Labor Market Alignment

- Guiding Questions
  - What are the highest projected growth industries in my region? What occupations are part of that industry? What types of work-based learning experiences are available to students?
  - How are the CTE programs offered aligned to the demand?
  - What skill needs have industry partners identified as lacking in my programs?
  - What opportunities exist in my local labor market for student with disabilities, English learners or other special populations?

# Labor Market Alignment

- Aligning to Perkins V Application
  - An Analysis of Labor Market Alignment Aligns to Questions #4 and #7 of the Perkins V Application



# **Programs of Study: What the law says**

Section 124(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



# Programs of Study--What the law says:

Sec 3(41): Program of Study

A coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that:

- ❑ Incorporates challenging State academic standards;
- ❑ Addresses both academic and technical knowledge and skills, including employability skills;
- ❑ Progress 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 postsecondary credential



# Progress Toward Implementing CTE Programs/Programs of Study

- Page 20 of CLNA Guidance
- Addresses Questions 3 and 8 in application

# Missouri Plan of Study

School: \_\_\_\_\_

Date: \_\_\_\_\_

Rev: 6/19

Cluster: Hospitality and Tourism Pathway: Restaurant and Food/Beverage Service Program of Study: \_\_\_\_\_ Postsecondary Option: \_\_\_\_\_

## Degree Program:

*This Career Pathway Plan of Study can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. This Plan of Study, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements. This plan of study supports the ProStart program of study in Missouri Family Consumer Sciences and Human Services.*

EDUCATION LEVELS	GRADE	English/ Language Arts	Mathematics	Science	Social Studies/ Science	Other Required Courses Recommended Electives Learner Activities	Recommended Career and Technical Courses Source: <a href="https://apps.dese.mo.gov/CoreData/CareerEdApprovedCourses.aspx">https://apps.dese.mo.gov/CoreData/CareerEdApprovedCourses.aspx</a>	SAMPLE – Occupations Relating to This Pathway: <b>link (sorted by level of degree)</b>
<b>Graduation Requirements:</b> <a href="https://dese.mo.gov/sites/default/files/OS-Graduation-Requirements-Handbook-2018.pdf">https://dese.mo.gov/sites/default/files/OS-Graduation-Requirements-Handbook-2018.pdf</a>								
MIDDLE	7						096800 – Discovering Family Consumer Sciences	<b>Entry Level</b> > Banquet Server > Banquet Set-Up employee > Bus Person > Server > Host > Kitchen Steward > Line Cook > Restaurant Server > Room Service Attendant > Bartender
	8						096800 – Discovering Family Consumer Sciences	
SECONDARY	9	English/Language Arts I	Algebra I	Earth or Environmental Science	Missouri History Civics	All plans of study should meet local and state high school graduation requirements and college entrance requirements. Certain local student organization activities are also important including public speaking, record keeping and work-based experiences.  Appropriate Courses In: Business Management, Technology  Supervised Job Shadowing and/or Mentored Experience	096829 – Foods, General 096824 – Nutrition and Wellness 096840 – Family/Individual Health 096803 – Career Development/Entrepreneurship	<b>Requiring Postsecondary Education, Baccalaureate Degree and/or Masters or Above</b> > Uniform Designer > High School Teacher > Equipment Developer > Manufacturing Designer/Consultant > Uniform Designer > Baker > Wine Steward > Brewer > Pastry and Specialty Chefs > General Manager > Executive Chef > Restaurant Owner > Kitchen Manager > Food and Beverage Manager > Catering and Banquets Manager <b>Masters or Above</b> > College/University Faculty
	10	English/Language Arts II	Geometry	Biology	U.S. History		096910 – International Foods 096827 – Food Science 096823 – Interpersonal Relationships	
	11	English/Language Arts III	Algebra II or other math	Chemistry or other science	World History		096815 – ProStart I	
	<b>Placement Assessments- Academic/Career Advisement Provided</b>							
	12	English/Language Arts IV	Statistics or other math		Psychology Behavioral Science	096815 – ProStart I 096816 – ProStart II		

High school courses in the pathway offered locally for college credit should be coded: Advanced Placement (AP), International Baccalaureate (IB), Dual Enrollment (DE), and / or AC (Articulated Credit)

### List related certifications/credentials approved by DESE and offered locally:

<https://dese.mo.gov/college-career-readiness/career-education/technical-skills-attainment-industry-recognized-credential> (TSA/IRC Guidance)

TSA = ProStart I and ProStart II Exams – National Restaurant Association Educational Foundation

IRC = ProStart I and ProStart II Exams + 400 mentored hours in the industry for COA

### Additional Learning Opportunities:

CTSO Organization(s):  DECA  FBLA  FCCLA  FFA  
 HOSA  SkillsUSA  TSA  Educators Rising

Other:

### Work-Based Learning:

Career Research  Cooperative Education  Internship  Mentorship  
 Job Shadowing  Service-Learning Project  Student Apprenticeship

**Postsecondary Option:** Courses required at postsecondary and higher education institutions leading to an industry certification, associates, bachelors or higher degree with teaching credentials in Family Consumer Sciences and/or Culinary Arts. Additional information available at: <https://dese.mo.gov/college-career-readiness/career-education/program-management-accountability-finance/program>

POSTSECONDARY	Year	English	Mathematics	Science	Social Studies	Required Courses or Recommended Electives
	Year 13					
	Year 14					
	Year 15					
	Year 16					

# Missouri Program of Study

School: \_\_\_\_\_  
Date: \_\_\_\_\_

Rev: 12/18

Cluster: Agriculture, Food & Natural Resources Pathway: Agribusiness Systems Postsecondary Option: \_\_\_\_\_ Degree Program: \_\_\_\_\_

*This Career Pathway Plan of Study can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. This Plan of Study, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.*

EDUCATION LEVELS	GRADE	English/ Language Arts	Mathematics	Science	Social Studies/ Science	Other Required Courses Recommended Electives Learner Activities	Recommended Career and Technical Courses Source: <a href="https://apps.dese.mo.gov/CoreData/CareerEdApprovedCourses.aspx">https://apps.dese.mo.gov/CoreData/CareerEdApprovedCourses.aspx</a>	SAMPLE – Occupations Relating to This Pathway: <b>link (sorted by level of degree)</b>	
Graduation Requirements: <a href="https://dese.mo.gov/sites/default/files/QS-Graduation-Requirements-Handbook-2018.pdf">https://dese.mo.gov/sites/default/files/QS-Graduation-Requirements-Handbook-2018.pdf</a>									
MIDDLE	7							<b>Requiring Postsecondary Education</b> ➤ Agricultural Chemical Dealer ➤ Agricultural Products Buyer-Distributor ➤ Bank/Loan Office ➤ Dairy Herd Supervisor ➤ Entrepreneur ➤ Farm Manager ➤ Farmer-Rancher-Feedlot Operator ➤ Feed-Supply Store Manager ➤ Field Representatives for Bank, Insurance Company or Government Program ➤ Livestock Manager ➤ Sales Manager ➤ Salesperson	
	8						016700- Exploring Agriculture		
SECONDARY	9	English/Language Arts I	Algebra I	Earth or Environmental Science	Missouri History Civics	Meet local and state graduation requirements along with college entrance requirements.	016710 – Agriculture Science I	<b>Baccalaureate Degree</b> ➤ Agricultural Commodity Broker ➤ Agricultural Economist ➤ Agricultural Educator ➤ Agricultural Lender ➤ Banker/Loan Officer ➤ Farm Investment Manager ➤ Produce Commission Manager	
	10	English/Language Arts II	Geometry	Biology	U.S. History		016760-Agriculture Science II		
	11	English/Language Arts III	Algebra I or other math	Chemistry or other science	World History	Supervised Agricultural Experiences (SAE) and participation in appropriate FFA activities support and reinforce classroom and laboratory learning and should be a requirement for all students.	016730- Agriculture Management & Economics		
	Placement Assessments- Academic/Career Advisement Provided						016741- Agricultural Sales & Marketing		
	12	English/Language Arts IV	Statistics						
High school courses in the pathway offered locally for college credit should be coded: Advanced Placement (AP), International Baccalaureate (IB), Dual Enrollment (DE), and / or AC (Articulated Credit)									
<b>List related certifications/credentials approved by DESE and offered locally:</b> <a href="https://dese.mo.gov/college-career-readiness/career-education/technical-skills-attainment-industry-recognized-credential">https://dese.mo.gov/college-career-readiness/career-education/technical-skills-attainment-industry-recognized-credential</a> (TSA/IRC Guidance)						<b>Additional Learning Opportunities:</b> CTSO Organization(s): <input type="checkbox"/> DECA <input type="checkbox"/> FBLA <input type="checkbox"/> FCCLA <input checked="" type="checkbox"/> FFA <input type="checkbox"/> HOSA <input type="checkbox"/> SkillsUSA <input type="checkbox"/> TSA Other: s _____			
MoASK – Farm Management						<b>Work-Based Learning:</b> <input type="checkbox"/> Career Research <input type="checkbox"/> Cooperative Education <input type="checkbox"/> Internship <input type="checkbox"/> Mentorship <input type="checkbox"/> Job Shadowing <input type="checkbox"/> Service Learning Project <input type="checkbox"/> Student Apprenticeship			

Postsecondary Option: \_\_\_\_\_

POSTSECONDARY	Year	English	Mathematics	Science	Social Studies	Required Courses or Recommended Electives
	Year 13	English Composition	Algebra	Chemistry	American Government	Introduction to Agribusiness Principles of Agribusiness Agricultural Economics
	Year 14	Speech/Oral Communication	Calculus	Biological Science	American History Geography	Agricultural Salesmanship Agricultural Finance Agricultural Advertising/Merchandising
	Year 15	Technical Writing	Statistics	Botany	Psychology	Continue Courses in the Area of Specialization
	Year 16	Continue courses in the area of specialization.	Complete Agribusiness Systems Major (4-Year Degree Program)			

# Recruitment, Retention and Training of CTE Educators

Teachers, Instructors, Faculty

Specialized Instructional Support Personnel

Paraprofessionals

School Counselors and Advisement Professionals

- Look at the diversity of these professionals and how closely they match the diversity of the education system in the regions

## What the Law Says

Section 124(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.

## Equity and Access

- Equal access to all CTE programs
- Examine real or perceived barriers

## What the law says:

Section 124 (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

## What the law says (continued)

- 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

## Sec. 3(48) Special Populations

The term “special populations” means:

- Individuals with disabilities;
- Individuals from economically disadvantaged families
- Individuals preparing for non-traditional fields;
- Single parents, including single pregnant women;
- Out-of-work individuals
- English learners;

## Sec. 3(48) Special Populations

- Homeless individuals
- 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
  - ❑ Is on active duty status

## Next Steps

- The needs assessment gives you the information you need to move forward
- The CLNA is a comprehensive exercise in data analysis
- The LEA makes the final determination, based on the CLNA, on the focus of the application and on how funds are utilized

## Appendix D: Where to Locate the Data

- ❑ [MCDS Portal](#)
- ❑ Missouri Economic Research and Information Center ([MERIC](#))

# Local Application

- Putting it all together:
  - ❑ Annual application
  - ❑ Nine areas to be addressed
  - ❑ Based on CLNA
  - ❑ CLNA conducted every two years

**FIND YOUR FUTURE IN CAREER PATHS & CAREER CLUSTERS**

**Science, Technology, Engineering and Mathematics**  
Engineering and Technology  
Science and Math

**Architecture and Construction**  
Design and Pre-Construction  
Construction  
Maintenance and Operations

**Manufacturing**  
Production  
Manufacturing Production Process Development  
Maintenance, Installation and Repair  
Quality Assurance  
Logistics and Inventory Control  
Health, Safety and Environmental Assurance

**Transportation, Distribution and Logistics**  
Transportation Operations  
Logistics, Planning and Management Services  
Warehousing and Distribution Center Operations  
Facility and Mobile Equipment Maintenance  
Transportation Systems and Infrastructure  
Planning, Management and Regulation  
Health, Safety and Environmental Management  
Sales and Services

**Human Services**  
Early Childhood Development and Services  
Counseling and Mental Health Services  
Family and Community Services  
Personal Care Services  
Consumer Services

**Hospitality and Tourism**  
Restaurants and Food and Beverage Services  
Recreation, Amusement and Attractions  
Travel and Tourism  
Lodging

**Government and Public Administration**  
Public Management and Administration  
Governance  
National Security  
Foreign Service  
Planning  
Revenue and Taxation  
Regulation

**Law, Public Safety, Corrections and Security**  
Correction Services  
Emergency and Risk Management Services  
Security and Protective Services  
Law Enforcement Services  
Legal Services

**Education and Training**  
Administration and Administrative Support  
Professional Support Services  
Teaching and Training

**Industrial & Engineering Technology**  
Building & Fixing Path

**Human Services**  
Helping Path

**Essential Knowledge & Skills**  
Academic Foundations  
Ethics & Legal Responsibilities  
Systems, Leadership & Teamwork  
Information Technology Applications  
Employability & Career Development  
Problem Solving & Critical Thinking  
Safety, Health & Environmental  
Communications  
Technical Skills

**Health Services**  
Health Path

**Arts & Communication**  
Creative Path

**Natural Resources Agriculture**  
Nature Path

**Business, Management & Technology**  
Business Path

**Agriculture, Food and Natural Resources**  
Food Products and Processing Systems  
Plant Systems  
Animal Systems  
Power, Structural and Technical Systems  
Natural Resources and Environmental Systems  
Ag-Business Systems

**Arts, A/V Technology and Communications**  
Audio and Video Technology and Film  
Printing Technology  
Visual Arts  
Performing Arts  
Journalism and Broadcasting  
Telecommunications

**Information Technology**  
Network Systems  
Information Support and Services  
Web and Digital Communications  
Programming and Software Development

**Finance**  
Accounting  
Insurance  
Banking Services  
Business Finance  
Securities and Investments

**Marketing**  
Marketing Management  
Marketing Communications  
Marketing Research  
Professional Sales  
Merchandising

**Business Management and Administration**  
General Management  
Human Resources Management  
Business Information Management  
Administrative Support  
Operations Management



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**Missouri Learning Network**  
www.missourilearningnetwork.org