# New Jersey Department of Education

Office of Career Readiness

Career and Technical Education (CTE)

County and District/College Code:

District Name:

Contact Name:

Contact Email:

## Form B: Comprehensive Local Needs Assessment Summary

This is a **required upload** in New Jersey Department of Education’s Electronic Web-Enabled Grant (EWEG) system.

Use this form to summarize the results of your district’s comprehensive local needs assessment (CLNA), which will be effective for two years. Strategies should be selected to address areas of performance that have not met state or locally determined targets. Using the Action Plan worksheet for each element, synthesize the strategies, in order of priority, onto this sheet. Once strategy areas are prioritized, estimate the amount of funding that will be used to accomplish each strategy. You will translate these strategies into more specific individual budget items when completing the EWEG budget.

Strategies must align to one of the Perkins Use of Funds areas. Please refer to the [Perkins V Required Use of Funds](#_Perkins_V_Required) full list and   
[Quick Reference Key](#_Use_of_Funds) following Form B. Where applicable, indicate the performance indicator the strategy is intended to address.

Please Note: **\*Elements 3, 5 and 6 must be addressed** through priority strategies and funding.

### Element 1: CTE Program Alignment to Labor Market

Information should be summarized from the CLNA Guide worksheet **Evaluation: Local CTE Alignment to Labor,** page 41.

| **Element 1 Rating:** |  |
| --- | --- |

| **Strategy Number** | **Priority Strategies**  Add up to 15 rows total, if necessary  To add rows: Right click > Insert > Insert Rows | [**Perkins Performance Indicator**](#PerformanceIndicators) | **Estimated Funding FY22-23** | **Estimated Funding FY23-24** | **[Use of Funds](#Useoffunds)**  **[Code](#Useoffunds)**  **(1-6)** |
| --- | --- | --- | --- | --- | --- |
| 1 |  |  |  |  |  |
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### Element 2: CTE Program Size, Scope and Quality

Information should be summarized from CLNA Guide worksheet **Evaluation: Local CTE Program Size, Scope, and Quality**, page 52.

| **Element 2 Rating:** |  |
| --- | --- |

| **Strategy Number** | **Priority Strategies**  Add up to 15 rows total, if necessary.  To add rows: Right click > Insert > Insert Rows | [**Perkins Performance Indicator**](#PerformanceIndicators) | **Estimated Funding FY22-23** | **Estimated Funding FY23-24** | **[Use of Funds](#Useoffunds)**  **[Code](#Useoffunds)**  **(1-6)** |
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### Element 3: Student Performance\*

Information should be summarized from the CLNA Guide worksheet **Evaluation: Local CTE Student Performance,** page 57.  
\*This element **must be addressed** through priority strategies and funding.

| **Element 3 Rating:** |  |
| --- | --- |

| **Strategy Number** | **Priority Strategies**  Add up to 15 rows total, if necessary  To add rows: Right click > Insert > Insert Rows | [**Perkins Performance Indicator**](#PerformanceIndicators) | **Estimated Funding FY22-23** | **Estimated Funding FY23-24** | **[Use of Funds](#Useoffunds)**  **[Code](#Useoffunds)**  **(1-6)** |
| --- | --- | --- | --- | --- | --- |
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### Element 4: CTE Program Implementation

Information should be summarized from the CLNA Guide worksheet **CTE Program Implementation**, page 62.

| **Element 4 Rating:** |  |
| --- | --- |

| **Strategy Number** | **Priority Strategies**  Add up to 15 rows total, if necessary  To add rows: Right click > Insert > Insert Rows | [**Perkins Performance Indicator**](#PerformanceIndicators) | **Estimated Funding FY22-23** | **Estimated Funding FY23-24** | **[Use of Funds](#Useoffunds)**  **[Code](#Useoffunds)**  **(1-6)** |
| --- | --- | --- | --- | --- | --- |
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### Element 5: CTE Program Staff Recruitment, Retention and Development\*

Information should be summarized from the CLNA Guide worksheet **CTE Program Staff, Recruitment, Retention and Development,** page 67.

\*This element **must be addressed** through priority strategies and funding.

| **Element 5 Rating:** |  |
| --- | --- |

| **Strategy Number** | **Priority Strategies**  Add up to 15 rows total, if necessary  To add rows: Right click > Insert > Insert Rows | [**Perkins Performance Indicator**](#PerformanceIndicators) | **Estimated Funding FY22-23** | **Estimated Funding FY23-24** | **[Use of Funds](#Useoffunds)**  **[Code](#Useoffunds)**  **(1-6)** |
| --- | --- | --- | --- | --- | --- |
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### Element 6: CTE Program Access and Equity\*

Information should be summarized from the CLNA Guide worksheet **CTE Program Access and Equity,** page 72.

\*This element **must be addressed** through priority strategies and funding.

| **Element 6 Rating:** |  |
| --- | --- |

| **Strategy Number** | **Priority Strategies**  Add up to 15 rows total, if necessary.  To add rows: Right click > Insert > Insert Rows | [**Perkins Performance Indicator**](#PerformanceIndicators) | **Estimated Funding FY22-23** | **Estimated Funding FY23-24** | **[Use of Funds](#Useoffunds)**  **[Code](#Useoffunds)**  **(1-6)** |
| --- | --- | --- | --- | --- | --- |
| 1 |  |  |  |  |  |
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## Perkins Performance Indicators

Secondary

* Graduation\*
* Academic Proficiency English Language Arts\*
* Academic Proficiency Mathematics\*
* Academic Proficiency Science\*
* Postsecondary Placement\*
* Nontraditional Program Enrollment \*
* Work-Based Learning\*
* Postsecondary or college credit
* Industry Valued Credentials

Postsecondary

* Postsecondary Retention and Placement\*
* Earned Recognized Postsecondary Credential\*
* Nontraditional Program Enrollment\*
* Work-based Learning

\* Data is currently being reported to USDE.

## Perkins V Required Use of Funds

Each priority strategy or activity funded through Perkins grants funds must be aligned with one of the required use of funds listed below. A quick reference key can be found in the table following this section.

1. Provide **career exploration and career development** activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in a making informed plans and decisions about future education and career opportunities and programs of study, which may include:
2. introductory courses or activities focused on career exploration and career exploration and career awareness, including non-traditional fields;
3. readily available career and labor market information, including information on:
4. occupational supply and demand;
5. educational requirements;
6. other information on careers aligned to state, local or Tribal (as applicable) economic priorities; and
7. employment sectors;
8. programs and activities related to the development of student graduation and career plans;
9. career guidance and academic counselors that provide information on postsecondary education and career options;
10. any other activity that advances knowledge of career opportunities and assists students in making informed decisions about future education and employment goals, including non-traditional fields; or
11. providing students with strong experiences in, and comprehensive understanding of, all aspects of an industry;
12. Provide **professional development** for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, which may include:
13. Professional development on supporting individualized academic and CTE instructional approaches, including the integration of academic and CTE standards and curricula;
14. Professional development on ensuring labor market information is used to inform the programs, guidance and advisement offered to students, including information provided under the [Wagner-Peyser Act](https://www.dol.gov/agencies/eta/american-job-centers/wagner-peyser);
15. Providing teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate with opportunities to advance knowledge, skills and understanding of all aspects of an industry, including the latest workplace equipment, technologies, standards and credentials;
16. Supporting school leaders and administrators in managing CTE programs in their schools, institutions or LEAs;
17. Supporting the implementation of strategies to improve student achievement and close gaps in student participation and performance in CTE programs;
18. Providing teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, principals, school leaders, or paraprofessionals as appropriate, with opportunities to advance knowledge, skills and understanding in pedagogical practices, including evidence-based pedagogical practices (as reasonably available);
19. Training teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, to provide appropriate accommodations for individuals with disabilities;
20. Training teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals in frameworks to effectively teacher students, including a particular focus on students with disabilities and English learners, which may include universal design for learning, multi-tier systems of supports and positive behavioral interventions and support; or
21. Training for the effective use of community spaces that provide access to tools, technology and knowledge for leaners and entrepreneurs, such as makerspaces or libraries;
22. Provide within CTE the skills necessary to pursue careers in **high-skill, high-wage, or in-demand** industry sectors or occupations;
23. Support integration **of academic skills** into CTE programs and programs of study to support:
24. CTE participants at the secondary school level in meeting the challenging academic standards adopted under ESEA by the state;
25. CTE participants at the postsecondary level in achieving academic skills;
26. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on **performance indicators**, which may include:
27. A curriculum aligned with requirements for a program of study;
28. Sustainable relationships among education, business and industry, and other community stakeholders, including industry or sector partnerships in the local area, where applicable, that are designed to facilitate the process of continuously updating and aligning programs of study with skills that are in demand in the state, regional or local economy, and in collaboration with business outreach staff in one-stop centers and other appropriate organizations, including community-based and youth serving organizations;
29. Where appropriate, expanding opportunities for CTE concentrators to participate in accelerated learning programs (as described in ESEA), including dual or concurrent enrollment programs, early college high schools, and the development or implementation of articulation agreements as part of a CTE program of study;
30. Appropriate equipment, technology and instructional materials (including support for library resources) aligned with business and industry needs, including machinery, testing equipment, tools, implements, hardware and software, and other new and emerging instructional materials;
31. A continuum of work-based learning opportunities, including stimulated work environments;
32. Industry- recognized certification examinations or other assessments leading toward a recognized postsecondary credential;
33. Efforts to recruit and retain CTE program teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance, and academic counselors, and paraprofessionals;
34. Where applicable, coordination with other education and workforce development programs and initiatives, including career pathways and sector partnerships developed under Workforce Innovation and Opportunity Act (WIOA) and other federal laws and initiatives that provide students with transition-related services, including the Individuals with Disabilities Education Act (IDEA);
35. Expanding opportunities for students to participate in distance CTE and blended learning programs;
36. Expanding opportunities for students to participate in competency-based education programs;
37. Improving career guidance and academic counseling programs that assist students in making informed academic and CTE decisions, including academic and financial aid counseling;
38. Supporting the integration of employability skills into CTE programs and programs of study, including through family and consumer science programs;
39. Supporting programs and activities that increase access, student engagement and success in science, technology, engineering, and mathematics fields (including computer science and architecture) for students who are members of groups underrepresented in such subject fields;
40. Providing CTE, in a school or other educational setting, for adults or out-of-school youth to compete secondary school education or upgrade technical skills;
41. Supporting career and technical student organizations, including student preparation for and participation in technical skills competitions aligned with CTE program standards and curricula;
42. Making all forms of instructional content widely available, which may include use of open educational resources;
43. Supporting the integration of arts and design skills, when appropriate, into CTE programs and programs of study;
44. Partnering with qualified intermediary to improve training, the development of public-private partnerships, systems development, capacity building and scalability of the delivery of high-quality CTE;
45. Support to reduce or eliminate out-of-pocket expenses for special populations participating in CTE, including those participating in dual or concurrent enrollment programs or early college high school programs, and supporting the costs associated with fees, transportation, child care or mobility challenges for those special populations; or
46. Other activities to improve CTE programs; and
47. Develop and implement **evaluations of the activities** carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.

## Use of Funds Quick Reference Key

| **Number** | **Use of Funds Area** | **Use of Funds Description** |
| --- | --- | --- |
| **1** | **Career Exploration** | Provide **career exploration** and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities and programs of study. |
| **2** | **Professional Learning** | Provide **professional learning** for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals. |
| **3** | **CTE Skills** | Provide within **CTE the skills** necessary to pursue careers in high-skilled, high-wage, or in-demand industry sectors or occupations. |
| **4** | **Academic Skills** | Support integration of **academic skills** into CTE programs and programs of study to support CTE participants at the secondary level or at the postsecondary level. |
| **5** | **Performance Indicators** | Plan and carry out elements that support the implementation of CTE programs and programs of study that result in increasing student achievement on **performance indicators**. |
| **6** | **Evaluations of the Activities** | Develop and implement **evaluations of the activities** carried out with funds including evaluations necessary to complete the CLNA and the annual budget application. |