

New Jersey State Department of Education Comprehensive Local Needs Assessment Guide and Template

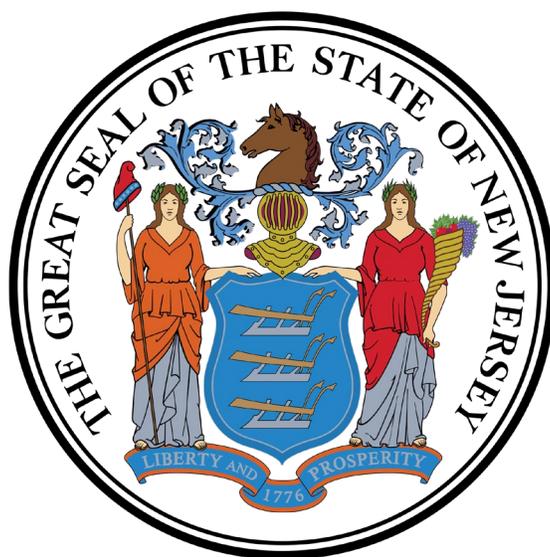


Table of Contents

Introduction to the CLNA	3
Part One: Conducting the CLNA at the County Level.....	8
Part Two: Conducting the CLNA at the Local Level.....	37
Part Three: Translating Your CLNA Results into the Local Application.....	74
Appendix A: Notice and Wonder Protocol	82
Appendix B: Forming a Consortium, FAQs	88
Appendix C: High-Skill, High-Wage, and In-Demand Occupations in New Jersey.....	90
Appendix D: Methods of Administration (MOA).....	96
Appendix E: References.....	97

Introduction to the CLNA

This working guide provides New Jersey Perkins grantees context on how to conduct the Comprehensive Local Needs Assessment (CLNA). It aims to translate the language of the law into concrete, actionable steps for conducting a rigorous CLNA that meets the Strengthening Career and Technical Education (CTE) for the 21st Century Act (Perkins V) requirements to collectively assist districts to meet the CTE needs of all New Jersey students.

CLNA Under Perkins V

The most notable change introduced in Perkins V is the requirement that each grantee complete a CLNA related to career and technical education. Specifically, the law states:

“To be eligible to receive financial assistance under this part, an eligible recipient shall—(A) conduct a CLNA related to career and technical education and include the results of the CLNA in the local application submitted under subsection (a); and (B) not less than once every 2 years, update such CLNA.” SEC134(c)

Perkins V intends to expand access to high-quality CTE programs for all students and to remove existing barriers. When the CLNA is complete, stakeholders will have a set of findings that paints an accurate picture of local CTE programs and the students currently being served. This creates a powerful opportunity to:

- Create a replicable pattern of engagement with key stakeholders that promotes robust discussion around the quality and impact of CTE programs and systems.
- Build on and align with, other process improvement efforts [Every Student Succeeds Act (ESSA), Workforce Innovation and Opportunity Act (WIOA) planning and others].
- Ensure CTE programs are aligned with state, regional and local workforce needs and economic priorities. Support the redirection of resources towards CTE programs that lead to high-skill, high-wage, or in-demand industry sectors or occupations.
- Establish priorities for the Perkins budget.
- Ensure that CTE programs are serving all learners equitably.

Ultimately, the local CLNA process is about helping grantees make a formal shift from merely collecting and reporting information to using information strategically to drive decisions about CTE programs that build pathways to postsecondary success for all students and meet the needs of employers and the community.

Please be aware that the needs assessment can be scaled to fit your particular context. In the sections that follow, we discuss a wide array of action items and provide numerous questions to help you think through the process. However, it is not likely that every single one of these questions or activities will be appropriate for your local area. Use this tool to draw ideas, and within the overarching state and federal requirements, select the components that work best for you. The needs

assessment process may look very different in smaller or more resource-limited local areas than in more populated areas with larger numbers of potential partners and employers.

You can also leverage many activities in which you are already engaged in order to build the needs assessment. The information collection and consultation activities for the assessment do not have to be new or different from what you are already doing. The data you collect, the relationships you have formed with industry and community partners, and the processes you engage in for curriculum development and revision and program approval will all be part of the foundation for the needs assessment. The key difference in Perkins V is that all of these pieces are pulled together strategically and intentionally to help you plan for the future.

The Six Key Elements of the CLNA

The collaborative nature of this data-driven CLNA offers an opportunity to engage stakeholders to develop a common understanding and vision for the future of CTE within a community. The CLNA requires grantees to engage in continual, programmatic self-evaluation in order to improve programs and benefit students. The Perkins V law specifies the elements that each CLNA shall address (below) but allows flexibility in design and implementation in each state.

1. **Labor Market Alignment:** An analysis of how CTE programs are meeting local, state and regional workforce needs
2. **CTE Program Size, Scope and Quality:** A consideration of how CTE programs offered are sufficient in size, scope and quality to meet the needs of all students served
3. **Student Performance:** An evaluation of CTE concentrators' performance on the core performance indicators, including an analysis of the student groups (as defined in [ESSA](#)) and the expanded list of special populations
4. **CTE Program Implementation:** A retrospective review of the programs and programs of study offered, as well as the development of current and future plans to support the implementation of new and revised programs/programs of study
5. **CTE Program Professionals, Recruitment, Retention and Development:** A description of activities related to the recruitment, retention and training of CTE teachers, support personnel and counselors, including individuals in underrepresented groups
6. **CTE Program Access and Equity:** A focus on designing supports for special populations, directing resources or supports to close performance gaps and remove barriers

Each of the six key elements must be reviewed independently, but all findings must ultimately be synthesized in a cohesive CLNA. This working guide offers a sampling of tools and resources to support the analysis of each area; these may be utilized or revised by the teams during the analysis process.

How Does the CLNA Differ from Other Programmatic Evaluation Processes?

Perhaps the most significant change to the Perkins V legislation is the addition of a Comprehensive Local Needs Assessment (CLNA) in section 134(c). This assessment, which must be updated at least every two years, is meant to facilitate alignment between CTE programs and labor market needs, ensuring that students are trained for high-skill, high-wage, in-demand jobs.

The CLNA was modeled after a similar requirement in the Every Student Succeeds Act (ESSA) and Workforce Investment Opportunity Act (WIOA). ESSA requires the NJDOE to collect a consolidated local plan or application from each local education agency (LEA) in the state receiving federal funds. The consolidated local plan contains descriptions, information, assurances, and other materials that are considered by the NJDOE as absolutely necessary to define how the LEA will support its students under the law. The plan is to be updated as needed, and some components are updated annually throughout the duration of the plan. Even though an LEA submits only the minimum required information in its consolidated local plan or application, it must still meet all ESSA requirements for each program for which the LEA accepts federal funds. **ESSA, CLNA, Local Application and a District Improvement Plan (if applicable) drive programming and impact local budget decisions.**

How Often Do You Conduct a CLNA?

The law requires grantees to conduct a CLNA every two years to re-evaluate programmatic decisions, with work plan updates in the interim. The CLNA must be completed prior to the completion of the local application. In the diagram below, note that the CLNA spans a two-year timeframe with annual budget requests and updates in the second year.



The NJDOE recognizes the work-intensive nature of the CLNA process, and also acknowledges that most interventions may not demonstrate impact within a two-year cycle. The CLNA is a reflective process, so broader county goals may not change in each CLNA cycle, but data must be considered to determine if changes made to CTE programs are indicating progress toward the designated goals.

The CLNA and Its Connection to the Local Application

The law's intended purpose for the CLNA is to foster data-driven decision-making and support more aligned program planning, spending and accountability. The results of the CLNA must form the foundation of the local application and drive spending decisions. There should be a clear connection between the strengths and challenges identified in the CLNA and the strategies and activities outlined in the local application. The CLNA is a fact-finding mission to discover strengths and opportunities in the six identified areas, and these findings are validated by data and evidence, and informed by stakeholder input. The local application includes strategies and solutions to address the needs to drive the budget towards highest impact on student achievement in CTE.

The importance of the CLNA cannot be understated; it is the foundation of Perkins V implementation at the local level and will drive development of each local application and all CTE future spending decisions.

Braiding Federal Funding Streams

“Braiding” is a process for using multiple funding streams to support a common activity, initiative or project. As states, colleges and districts work to maximize resources, it is crucial to consider how to leverage multiple funding sources in a coordinated fashion to support the total cost of a service.

This financing strategy can be used by county, district and college leaders and program administrators to integrate and align discrete categorical funding streams. This can help broaden the impact and reach of services provided, especially with respect to school funding through ESSA (Every Student Succeeds Act), IDEA (Individuals with Disabilities Education Act), WIOA (Workforce Innovation and Opportunity Act), and HEA (Higher Education Act). **Throughout the local worksheets provided in this CLNA, possible opportunities to consider braiding funds are mentioned for consideration.** While certainly not mandated, it may be helpful to take note of the ways in which these federally-funded programs can maximize opportunities.

Please keep in mind the “supplement, not supplant” provision which is in place to ensure that federal funds are not used to replace state and local funding. Federal funding should supplement, rather than supplant, state and local funds that are used to support the services and activities funded under the program.

Part One: Conducting the CLNA at the County Level

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Collaboration with local, county and regional LEAs

The CLNA is a valuable tool that drives planning for program development and spending decisions. This is a chance to take an in-depth look at local and regional CTE systems and identify areas where targeted growth can lead to increased opportunities and access, especially for underserved populations. The CLNA, 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.

Institutions should consider seeking county/regional input at the beginning of the CLNA process. With county/regional support, CTE institutions can build countywide partnerships, through a collaborative model, to strengthen and enhance CTE programming that will provide equitable access to CTE. Collaborating with other local education agencies (LEAs) within the county or region considers the entire landscape and how each institution's offerings can be improved to serve all students. Additionally, involving industry sectors or occupations from the onset of the conversations will help incorporate the local labor market information provided by New Jersey Department of Labor and Workforce Development (NJDOL).

A successful needs assessment leads to actionable priorities and meaningful, long-term change. Achieving these results requires more than just one or two people from one district or college completing a form in isolation. It requires active, meaningful engagement of concerned stakeholders in a process to examine, identify, and diagnose the obstacles that need to be addressed for improvement to occur. Keep in mind that the CLNA can be regional in nature, combining efforts of more than one district, college or consortium. This may prevent duplication of effort and impact the makeup of your CLNA team and what stakeholders are consulted.

This meaningful, collaborative opportunity among secondary and postsecondary CTE institution leaders (with representatives from industry sectors or occupations) is beneficial to all stakeholders. Regional meetings can reduce the burden on employers who are often approached by multiple institutions at the same time for support. These discussions will help to leverage partnerships and gather information from people with limited time but high interest in the work. It is anticipated that through these meetings, each stakeholder group will develop a collaborative vision for CTE, build relationships among partners, conduct data analysis and set actionable goals related to increasing CTE opportunities for students.

Establishing the Stakeholder Team

Begin by performing a self-assessment of your own college or district's current working team. Who are the key leaders? This will vary from district to district and college to college. In many cases, the initial work team will be your current governance team. You will need to intentionally seek out key decision makers, especially those representing groups affected by CTE programming but not often part of the decision-making process (including representatives from special populations) as your work progresses. These groups can inform broader discussions and should be included as participants in the regional meetings.

The existing relationships with individuals and organizations through industry advisory boards, sector partnerships, community groups, parent/educator associations and other structures are starting points. Add new partners to fill gaps in expertise and ensure appropriate breadth and depth of representation. For example, the local Chamber of Commerce or workforce development board are resources for industry sectors or occupations with labor market demand. Build diverse partnerships for stronger career pathways among education, workforce and community leaders. The Perkins V legislation offers guidance on the diverse body of stakeholders needed to conduct the CLNA:

“In conducting the CLNA under subsection and developing the local application described in subsection, an eligible recipient shall involve a diverse body of stakeholders, including, at a minimum—

- (1) representatives of career and technical education CTE programs in a local educational agency or educational service agency, including educators, career guidance and academic counselors, principals and other school leaders, administrators and specialized instructional support personnel and paraprofessionals;
- (2) representatives of career and technical education CTE programs at postsecondary educational institutions, including faculty and administrators;
- (3) representatives of the State board or local workforce development boards and a range of local or regional businesses or industries;
- (4) parents and students;
- (5) representatives of student groups;
- (6) representatives of regional or local agencies serving out-of-school youth, homeless children and youth and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965);
- (7) representatives of Indian Tribes and Tribal organizations in the State, where applicable; and
- (8) any other stakeholders that the eligible agency may require the eligible recipient to consult.” SEC134(b)

Consultation with a diverse body of stakeholders is critical to ensuring a rigorous and meaningful CLNA process. Please keep in mind that not all the required stakeholders are familiar with CTE programs. However, diverse stakeholder involvement is critical to identify CTE program priorities as well as gaps and barriers to participation and performance. This approach leads to buy-in and support by giving a voice to each person.

Making the County/Regional Needs Assessment Work for You

While the needs assessment process may seem daunting at first, it is important to keep in mind that you can leverage this process to work within your local context. Using your local goals to guide the process, as described in the next section, will help to ensure the outcomes will be valuable in driving CTE program improvement in your community, without creating a tremendous new administrative burden.

One way to leverage partnerships to conduct the needs assessment is to consult other federal program representatives in your community (such as those responsible for implementation of ESEA and WIOA) to gain ideas and best practices related to how they have approached their required needs assessments. You can also leverage many activities in which you are already engaged in order to build the needs assessment. The information collection and consultation activities for the assessment do not have to be new or different from what you may already be doing. The data you collect, the relationships you have formed with industry and community partners, and the processes you engage in for curriculum development and program approval are all relevant for the needs assessment. The key difference in Perkins V is that all of these pieces are pulled together strategically and intentionally to help you plan for the future.

In addition, the needs assessment can be scaled to fit your particular context. In the sections that follow, we discuss a wide array of action items and provide numerous questions to help you think through the process. However, it is not likely that every single one of these questions or activities will be appropriate for your local area. Use this tool to draw ideas, and within the overarching state and federal requirements, pick the pieces that work best for you.

Ultimately, the local needs assessment process is about helping you make a more formal shift from merely collecting information to using information to ensure your local CTE programs help create success for students and employers based on data-driven needs. The activities of the local needs assessment should become a regular part of your overall district's or institution's data-driven decision making and program improvement cycles—not merely an additional activity every two years. By fully integrating the CLNA into routine activities, you will be able to realize the full value of the process.

Sample Protocol for County/Regional Meeting

As highlighted in the New Jersey Perkins V State Plan, the NJDOE recognizes that every county is unique. The plan, and the CLNA guidance, allow for customization and variations in processes utilized by each group. With that acknowledgement, this document offers a sample protocol on page 63 as one possible tool to be considered and modified to meet county and regional needs.

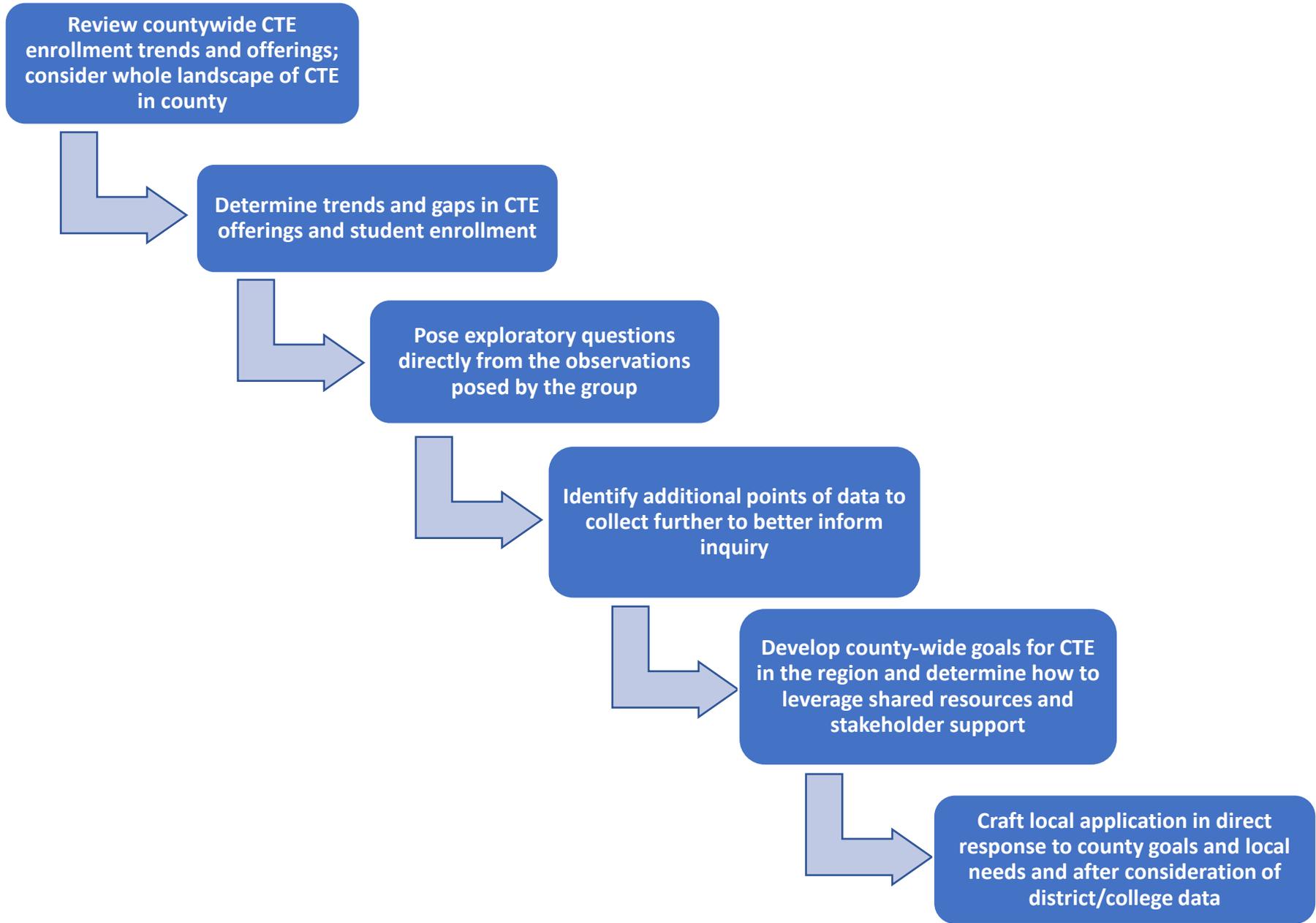
Protocols like the one proposed in [Appendix A](#) can help the keep discussions focused, use stakeholder time most efficiently, and ensure the actions of the group are purposeful and impactful. These tools can keep discussions on track and ensure groups focus on the issues at hand and within a structured, safe way that promotes depth and accuracy of discourse. While this document proposes one specific protocol method, the [Works Consulted](#) section, offers additional resources that may better suit your group's needs.

For the purpose of the CLNA process, protocols are useful for looking at data and discussing how best to respond to the data. In addition to providing structure and keeping the group focused, protocols can lessen the discomfort associated with examining data. It is critical to remember that you have assembled a diverse group of stakeholders, and not every participant is knowledgeable or comfortable in working with school/CTE or labor market data. The fact that the CLNA process requires groups to view data publicly, as a team, may make some uncomfortable. This protocol, or others tailored to support data discussion, can alleviate those concerns.

At the regional level, CLNA conversations should consider the landscape of CTE for a given area and how it meets the needs of both the student population and the labor market. This is a very broad, high-level review. This is an opportunity to see how the local CTE ecosystem can support all learners to access the most immediate, high-wage, high-skill, in-demand opportunities and occupations available to them. LEAs make observations together, with a strong focus on access, opportunity and inclusion. They then consider how best to leverage partnerships, resources and tools to meet the needs of all students in their counties and districts through their local applications.

This CLNA review brings a number of different independent groups together in the same space to analyze and interpret the same shared data and landscape. As a result of the process, county goals will be developed and will guide CTE program reform and transformation through each LEAs local application (see Part Three of this document).

A process for this countywide discussion is described on the next page.



Gathering Data, Materials and Sources of Evidence

Each of the elements identified in Part one should be explored in a regional CLNA setting, but at a slightly higher level than defined in the resources offered in Part Three to inform the local application. The worksheets provided in **Part Two are specifically for regional CLNA discussions** and should not be used to support local decision making alone.

The New Jersey Department of Education (NJDOE) has worked in close partnership with the New Jersey Department of Labor and Workforce Development (NJDOL) to prepare a series of NJDOL Labor Market Information (LMI) data sets to assist with the CLNA process. These LMI data sets are available for review on the [NJDOE Homeroom](#). The sets include state, regional and county-level snapshots of the labor market that the Perkins V legislation requires alignment to justify program offerings and funding decisions. Local applications (and the decisions made to support or transform each program) submitted by each LEA must reference the LMI supplied by the NJDOL.

The NJDOE County Level Data Cards have also been provided for review through NJDOE Homeroom. The data sets include state and county-level CTE program information to inform CTE program development, expansion, and transformation as well as begin discussions around sharing valuable resources within a county or region.

Questions to Consider

Clearly it is not incumbent on every LEA to craft new CTE programs for each identified high- skill, high-wage in-demand occupation supported in the region. However, if completed correctly, the CLNA process will encourage reflection on the part of LEAs who accept Perkins funding. **The most successful CLNA processes will also drive LEAs to consider how the collective of their CTE offerings serve all students in their county or region.** In the past, under Perkins IV, CTE programmatic evaluation was completed independently, with each funding recipient focusing on their own CTE offerings and the performance of the students they serve exclusively. Consideration of an entire state, regional and county CTE landscape was not widely promoted. In Perkins V, this has changed and the CLNA process offers this crucial platform for analysis.

As mentioned above, this analysis is intended to be conducted to assess the landscape of CTE in a region and consider how it meets the needs of both the student population and the labor market. This is a very broad, high-level review, designed to highlight noteworthy practices, identify gaps, and mobilize shared resources that support collaboration and partnership.

Most broadly, regional or county groups might ask:

- Are we serving our students equitably? Do all students have access to our CTE programs, and if not, what barriers exist and how can we remediate?
- What countywide goals should be established and focused on through each local application?
- What noteworthy practices can inform our work in each area?
- What resources can we leverage and share? Do opportunities to partner on different projects exist at the county level?

Regional CTE Program Alignment to Labor Market

In this section, the law requires careful consideration of the alignment between the CTE programs offered by your district or college and the labor market needs of the area:

What does the law say?

“Section 134(c)(2)(B)(ii)(i) aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development board described in section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111) (referred to in this section as the ‘State board’) or local workforce development board, including career pathways, where appropriate; or (ii) 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.

These conversations should begin at the county-level meeting, and countywide goals may have been formed to respond to a need in the county. As you know, Perkins-funded CTE programs must be closely aligned to programs that prepare students for occupations the NJDOL has identified as high-skill, high-wage and/or in-demand. The NJDOE, in consultation with the labor market analysts at NJDOL, have created definitions or thresholds for “high-skill” industry sectors or occupations, “high-wage” and “in-demand” industry sectors or occupations (see [Appendix C](#)).

CTE program funding must be aligned to these industries and occupations. Careful examination of the information for in-demand sectors and occupations at the outset will ground your analysis, and this may cause a significant shift or transformation in your local CTE program offerings.

While conducting the analysis, consider long-term projections in addition to immediate labor market needs, particularly if the CTE programs have a continuum of occupational opportunities and multiple entry and exit points. Consider the county landscape and goals, and work closely with the local workforce development boards, chambers of commerce, and local unions/industry associations to get a complete picture of how to transform or develop your CTE programs.

Worksheet: County CTE Program Alignment to Labor Market

Data, Materials and Sources of Evidence

- NJDOL Labor Market Information (LMI)
 - Number of Establishments, Annual Average Employment, CLNA Appendix C
- NJDOE County Data Card
 - Enrollment by Career Cluster[®], Top 10 Programs by Enrollment

Questions to Consider

- Refer to the NJDOE County Data Cards and evidence provided. What are the highest growth industries in our area (refer to NJDOL LMI)? Do we offer opportunities in CTE aligned to these industries (Refer to NJDOE County Data Card)?
 - Is the collection of CTE programs in our county aligned to regional labor market demand? Which programs show the highest student enrollment at secondary and postsecondary?
 - Which existing programs are not well-aligned to labor market needs? Can adjustments be made to existing programs to transform and adjust them? How high is enrollment in these lesser-aligned programs?
 - How might we transform or sunset those programs across the county that are not tightly aligned to these industries? How might we work together as a county to achieve this?
- How many different programs exist for those programs with the tightest alignment to the key industries? What new programs should we consider offering to students?
 - How many different opportunities exist at different locations for students to enter into CTE programs in the CIP codes associated with these top occupations?
 - Can we duplicate these programs or increase enrollment opportunities in our county?
 - What opportunities for postsecondary transitions exist (dual credit, articulations, certifications, pre-apprenticeships, apprenticeships) in the in-demand areas?
 - How many programs beginning at the secondary level lead to opportunities at the county college? What guidance and support structures exist at the county level? What pathways are established?
- What resources (business/industry relationships, shared equipment/spaces, teacher talent and expertise, professional development, quality curricula) do we have to access to assist in the development of better aligned programs?
- Are there noteworthy practices or programs that can be replicated?

Evaluation of County-Level CTE Program Alignment

Current State:

Desired State:

Noteworthy Practices:

Resources to Leverage:

County Goal(s) Associated with Element, if applicable:

Regional CTE Program Size, Scope and Quality

The next component of the CLNA relates to the quality and implementation of CTE programs. In contrast to the labor market alignment analysis, which considers needs that originate from the labor market, this next focus area addresses the decisions made regarding the delivery and maintenance of CTE programs.

What does the law say?

“Section 134(c)(2)(B)(i) A description of how career and technical education CTE programs offered by the eligible recipient are—

(i) sufficient in size, scope and quality to meet the needs of all students served by the eligible recipient; and...”

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 CLNA (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.

In this area of focus, the law requires you to assess whether you are offering a sufficient number of courses and CTE programs to meet the diverse needs of all student groups; whether those CTE programs are sufficiently broad as well as vertically aligned and linked to the next level of education; and how the quality of CTE program delivery serves to develop student knowledge and skills and prepare them for success.

The considerations to address include, but are not limited to:

- CTE programs to offer (and which to phase out, adapt or refocus)
- Opportunities for work-based learning, career and technical student organization (CTSO) participation, certifications, credentials and articulated credit
- Strategies for ensuring equitable access for all CTE students

The rest of the CLNA must be considered holistically, through an evaluation process that encompasses all the quality CTE program components. The key is to capture the full breadth of CTE program quality and implementation at the larger regional scale, and this can be done through several ways.

To meet the Perkins V CLNA Requirement (Section 134(c)(2)(B)(i)) NJDOE Office of Career Readiness has defined [size, scope and quality](#) of CTE programs to assist institutions with completing their CLNA.

Regional CTE Program Size, Scope and Quality

Size (Numerical Value)	Scope (Curricular Concerns)	Quality (Measurable Results)
Programs must include a coherent sequence of not fewer than three CTE courses; or two years of CTE shared-time programs for a County Vocational-Technical School District	Fundable programs will transition over time to become programs of study, where students are prepared to obtain a recognized postsecondary credential ¹	Fundable programs are limited to programs that prepare students for occupations that meet at least two of the three criteria: high-skill, high-wage and in-demand occupations
Programs must retain 40% of participants initially enrolled through their completion of the program. <i>Minimum enrollment in the first course is 10 students, or a waiver must be requested with justification provided</i>	The curriculum offers academic, technical and employability skills verified by an advisory board specific to the program	Students are achieving program goals, objectives and are making progress toward each of the indicators
Schools must offer a minimum of one approved program of study to receive funding, <i>but must transition all programs over the next three years²</i>	Links or pathways must exist between the secondary and postsecondary CTE programs of study within a region	The program has certified teachers, instructors and professors providing instruction on industry and academic standards
Advisory boards must be composed of at least 30% of participants with industry experience specific to the program	The curriculum shows a progression of instruction towards an occupation or profession and includes pathways to advancement	All students have engaged in work-based experiences <i>in the related industry</i> by the end-of-program completion

¹ Per WIOA Training and Employment Guidance Letter (TEGL) 10-16, a **recognized postsecondary credential** “means a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree.”

² All funded CTE programs must develop a plan over the next three years to include attainment of a recognized postsecondary credential in the transition towards Programs of Study

CTE programs must support career pathways meeting two of the following three criteria:

- **High-skill occupations** require a high level of knowledge in a technical domain and may have credentials, certificates and degrees associated with advancement. Each level of typical educational attainment will have a set of occupations classified as high skill.³ These occupations may not require a bachelor's degree for entry into the field but have pathways to access at multiple points and lead to advancement.
- **High-wage occupations** pay at or above the median hourly wage (\$20.96) or the mean annual wage for New Jersey (\$58,210). This calculation will be adjusted annually and provided to the New Jersey Department of Education (NJDOE) by New Jersey Department of Labor and Workforce Development.
- **In-demand occupations** have more than the median number of total (growth plus replacement) openings statewide or in a particular region. This county level data will be provided annually by NJDOL to the NJDOE for use by LEAs in the Comprehensive Local Needs Assessment.

³ The NJDOL's Office of Research and Information has provided NJDOE with a formal methodology for the identification of specific high-wage, in-demand occupations. The list of these occupations will be provided as a reference to LEAs annually.

Worksheet: County CTE Program Size, Scope and Quality

Data, Materials and Sources of Evidence

- NJDOL Labor Market Information
- NJDOE County Data Card
- CTE program curricular materials from each LEA

Questions to Consider

Size

- What CTE programs have the highest student enrollment? Are these CTE programs associated with students entering high-skill, high-wage, or in-demand industry sectors or occupations?
- How is equity, access and inclusion for all student groups considered?
- Are there opportunities for all student groups to access the high-skill, high-wage, in-demand CTE programs? How many seats are available in these programs across the county?
- If lower enrollment programs exist, are they more closely aligned with high-skill, high-wage, in-demand CTE occupations than the higher-enrolled programs? If so, how might you attract more students into these programs?
- How do districts and colleges develop relationships with and recruit for CTE programs from sending schools?

Scope

- What percentage of students are categorized as participants, concentrators and completers within each CTE program? Is student attrition high between the program levels? How can that be addressed as a county?
- Do opportunities to continue in a postsecondary track exist in our county for those high-skill, high-wage, in-demand CTE programs? Do we have postsecondary offerings in the same, aligned Classification of Instructional Program (CIP) codes?
- Has an effort been made to transform these aligned programs into programs of study (POS) with the community college? What are the barriers, if any?
- Is there communication and coordination among secondary, postsecondary and industry sectors or occupations concerning the development and delivery of CTE POS? How could that improve?
- Which CTE programs have the highest number of articulation agreements? Which programs are lacking those agreements? How can we move these programs into POS? Has the district connected with a postsecondary partner to discuss how each program might be transformed?

Quality

- Which CTE programs offered in the county prepare students for occupations that meet at least two of the three criteria: high-skill, high-wage and in-demand occupations? Do your programs lead to credentials of value in in-demand industries? What percentage of programs do not align? Which programs do not align?
- Do effective partnerships with employers and educational institutions exist to ensure that programs are aligned with industry need and future academic opportunities? How can partnerships be leveraged to improve CTE programs across the region?
- What up to date, industry-standard equipment, facilities, curricula, methods of instruction, and work-based learning opportunities exist around the county? Can these resources be shared in some way? Can available learning spaces and limited-use equipment be utilized in creative ways?

Evaluation of County-Level CTE Program Alignment

Current State:

Desired State:

Noteworthy Practices:

Resources to Leverage:

County Goal(s) Associated with Element, if applicable:

Regional CTE Student Performance

The Perkins V legislation requires the evaluation of student performance on federal accountability measures both in the aggregate and disaggregate by all student groups as defined in Perkins V:

What does the law say?

“Section 134(c)(2)(A) (A) An evaluation of the performance of the students served by the eligible recipient with respect to State determined and local levels of performance established pursuant to section 113, including an evaluation of performance for student groups and each subgroup described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965.”

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 all student groups (as defined in ESSA).

Perkins V requires data for student groups that is defined as:

- Gender (secondary and postsecondary)
- Race and Ethnicity (secondary and postsecondary)
- Individuals from economically disadvantaged families, including low-income youth and adults (secondary and postsecondary)
- Individuals with disabilities (secondary and postsecondary)
- English learners (secondary and postsecondary)
- Homeless individuals (secondary)
- Youth who are in, or who have aged out of the foster care system (secondary)
- Youth with a parent who is on active duty in the military (secondary)
- Migrant status (secondary)
- Single parents, including single pregnant women (secondary and postsecondary)
- In the existing student performance indicators for the transition year from school year (SY) 2015-16, SY 2016-17 and SY 2017-18 includes information on:
 - ELA Proficiency (secondary)
 - Math Proficiency (secondary)
 - Science Proficiency (No data is available for the SY 2017-18) (secondary)
 - Four-Year Graduation Rate (secondary)
 - Retention/Placement (postsecondary)
 - Technical Skill Attainment (TSA) (secondary)
 - Postsecondary Credential (secondary and postsecondary)
 - Postsecondary Credits (No data is available for the SY2017-18) (secondary)
 - Work-Based Learning (secondary)
 - Individuals preparing for nontraditional fields (secondary and postsecondary)

Worksheet: County CTE Student Performance

Data, Materials and Sources of Evidence

Districts and colleges will have their student performance data on a separate district data card. This conversation will be an open discussion about trends across programs and may depend on what participants are able to share.

Questions to Consider

- What are the performance indicators that the county struggles to meet across CTE programs as a whole?
- What specific strategies can we explore and implement across partners to address the need? Can we share or leverage any resources?
- Which aspects of highest performing CTE programs are the strongest? The weakest? Why? Which of the weaker aspects, if addressed, would have the largest impact on student performance across the county?
- Based on data, which specific student groups are not participating in CTE or are struggling the most to be successful? Are there roadblocks that can be addressed immediately? What strategies need a more comprehensive long-term plan?
- Are there disparities among various populations' and/or student groups' performance in specific programs? Why? Has any LEA implemented a successful strategy that can be replicated or leveraged across the county?
- What shared resources can be leveraged or created to better meet the needs of CTE students, based on this discussion?

Evaluation of County-Level CTE Program Alignment

Current State:

Desired State:

Noteworthy Practices:

Resources to Leverage:

County Goal(s) Associated with Element, if applicable:

Regional CTE Program Implementation

Section 134(c)(2)(C) An evaluation of progress toward the implementation of career and technical education programs and Programs of Study. In this section, the legislation requires consideration as to how well institutions are implementing the full scope of CTE programs and Programs of Study, defined in Perkins V as:

What does the law say?

“a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that—

- (a) incorporates challenging State academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;
- (b) addresses both academic and technical knowledge and skills, including employability skills;
- (c) is aligned with the needs of industries in the economy of the state, region, tribal community or local area;
- (d) progresses in specificity (beginning with all aspects of an industry or Career Cluster® and leading to more occupation-specific instruction);
- (e) has multiple entry and exit points that incorporate credentialing; and
- (f) culminates in the attainment of a recognized postsecondary credential.”

What does the law mean?

This evaluation should be both a backward and forward-looking review of the CTE programs and Programs of Study offered. In addition to meeting the definition for size, scope and quality, this requirement addresses current and future plans to support the implementation of CTE programs and Programs of Study.

Worksheet: County CTE Program Implementation

Data, Materials and Sources of Evidence

- NJDOE CTE County Data Card
- % WBL participation
- Table W, #POS by CIP
- CTE course content information
- CTE curriculum
- Advisory Board meeting notes
- Student Training Plans for WBL
- Articulation Agreements

Questions to Consider

- What role do industry partners play in the development and delivery of CTE programs around the county?
- How many programs in the county are Programs of Study, which feature courses aligned to postsecondary credit? Or, how many of collegiate programs align with secondary offerings?
- How many students in the county earn a recognized certificate, industry-recognized credential or postsecondary credit(s)?
- Are there noteworthy curricular examples of project-based learning, problem-solving activities, experiential learning and differentiated instructional methods in any programs?
- How many county CTE students have access to work-based learning experiences? How is that supported in the county?
- How do you communicate and coordinate the development and delivery of work-based learning opportunities with business/industry? Is there a way to collaborate or combine efforts and streamline communication?
- Are CTSOs an integral part of programs that provide opportunities for service learning, occupational, employability and leadership development?

Evaluation of County-Level CTE Program Alignment

Current State:

Desired State:

Noteworthy Practices:

Resources to Leverage:

County Goal(s) Associated with Element, if applicable:

Regional CTE Program Staff Recruitment, Retention and Development

In this piece of the legislation, you are required to assess and develop plans to improve the quality of your faculty and staff through recruitment, retention and professional development, with attention paid to diversity in the profession.

What does the law say?

“Perkins V Section 134(c)(2)(D) A description of how the eligible recipient will improve recruitment, retention and training of CTE educators, 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 analysis of educators or other staff shortages.

Focus your discussion on this section around the state CTE certification policies and the relevant terms defined in Perkins V, particularly the definition of “professional development”, which emphasizes sustainability, relevance and quality of these experiences. Take a comprehensive view as you consider the educators, administrators, staff, and academic and career counselors that support your CTE programs. Consider the ways they demonstrate their commitment to the profession through the pursuit of advanced certification or extensive professional development. Look for gaps in expertise within and across CTE programs, and opportunities to enhance their professional development. In addition, consider how you recruit educators and staff, and prepare them for their responsibilities, particularly new educators coming from a background in an industry sector or occupation.

To take this analysis further, compare your current staff capacity to your future plans for CTE programming. For example, based on your CLNA, you may intend to develop new CTE programs of study or expand your career development services in the next four years. As you consider your current staff, you will need to make projections about where you need to increase skills or hire new people.

Finally, consider your methods for recruiting and retaining educators and staff traditionally underrepresented in the profession. Compare the demographics of your educators and staff to the makeup of your student body. To make this more robust, conduct a root causes analysis similar to that outlined in the Student Performance and Progress Toward Improving Access and Equity sections of this working guide, and consult colleagues who worked on educator shortage and diversity issues for ESSA. The [NJDOE’s Office of Educator Recruitment, Preparation and Recognition](#) have developed a set of resources to support diversifying New Jersey’s educator workforce.

Worksheet: County CTE Program Staff Recruitment, Retention and Development

Data, Materials and Sources of Evidence

- NJDOE Certification and Induction, CTE Titles and Endorsements
- Data on teacher preparation; credentials; salaries and benefits; and demographics
- Description of recruitment and retention processes
- Descriptions of professional development, mentoring and externship opportunities
- Data on educator and staff retention

Questions to Consider

- What CTE Career Clusters®/CTE programs have educator vacancies across the county? High turnover of staff? What noteworthy practices across the county are in place to recruit new CTE staff? Can instructors and expertise be shared among partners?
- How diverse is the CTE staff in the county (i.e., Administrators, Educators and Counselors)? Does the diversity of the staff reflect the demographic makeup of the county?
- What professional development activities are offered in the county around CTE academic, technical, or equity instruction? Are instructors provided with professional development opportunities to remain current in their fields?
- What types of professional development activities to improve CTE instructor expertise exist within the county? Could these activities and events be open to others across the county?
- CTE teachers are often one of very few teachers of their kind in a school, district or college. How might we collaborate and provide better customized professional learning experiences for these industry-specific instructors by working together?
- How might we better leverage industry professionals to shape and support industry-specific professional development for teachers and professors?
- Which professional development needs are most pressing? How can these needs be addressed through collaboration and partnership?

Evaluation of County-Level CTE Program Alignment

Current State:

Desired State:

Noteworthy Practices:

Resources to Leverage:

County Goal(s) Associated with Element, if applicable:

Regional CTE Program Access and Equity

Perkins V legislation requires evaluation of the progress in providing equal access to CTE programs, particularly CTE programs that lead to strong positive outcomes for all students.

What does the law say?

“Perkins Section 134(c)(2)(E) A description of progress toward implementation of equal access to high-quality career and technical education courses and CTE Programs of Study for all students, including— (i) strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and CTE programs for student groups; (ii) providing CTE programs that are designed to enable student groups to meet the local levels of performance; and (iii) providing activities to prepare student groups 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 student groups. 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 student groups.

Review participation data for students from student groups and consider how CTE programs are promoted to prospective students. Strategies for inclusion of all students into CTE programs includes the following:

- Depicting students from student groups in promotional materials
- Actively recruiting students from student groups
- Providing career guidance that helps students from student groups choose a pathway that fits their goals and strengths
- Partnering with local schools to familiarize middle school and elementary school students with CTE offerings and building relationships to leverage resources

Finally, consider CTE program delivery through an equity lens. Look at the accommodations, modifications, and supportive services offered and identify ways to increase those opportunities to support all students. Examine the curriculum, instruction, materials and assessments for content that may marginalize students. The NJDOE’s [Career Equity Resource Center](#) webpage has resources to assist in identifying unintentional bias. In addition, identify barriers to participation in work-based learning, Career and Technical Student Organization’s (CTSOs), and articulated credit opportunities and determine potential strategies to address those barriers.

Deepen this analysis by conducting focus groups, surveys, or interviews with students from student groups, their family members, and community-based organizations that work with student groups. These activities can uncover information about needs, preferences and perceptions that impact progress on reaching institution goals.

Worksheet: County CTE Program Access and Equity

Data, Materials and Sources of Evidence

- NJDOE CTE County Data Card
- Applications, entry requirements, pre-requisite courses, etc. in place for each CTE program
- Processes for providing accommodations, modifications and supportive services
- Promotional materials, recruitment activities

Questions to Consider

- Overall, what patterns and trends in student group enrollment and participation can you note across CTE programs in the county?
 - Does the CTE student group reflect the representative demographic of the county?
 - Which specific student groups are under- and over-represented in each CTE program?
- Do all students in your county have access to all CTE programs? How can you better offer all students the opportunity to access programs of study, including aligned pathways and recognized postsecondary credentials in your county?
- Who offers which high-skill, high-wage, in-demand CTE programs? How might we increase opportunities for more students to enroll in these programs?
- How are under-represented student groups actively recruited from sending districts and schools into CTE programs that have enrollment discrepancies?
- Identify barriers related to equitable enrollment of under-represented groups in high-quality CTE programs across your county. What strategies can be used to actively address these potential barriers?
- What efforts are made to ensure students in middle schools have access to CTE opportunities?
 - Is there communication and coordination between middle and high school counseling/guidance departments regarding CTE opportunities?
 - Do we collectively ensure that student groups at the middle school level have equitable access to information about CTE programs?
- What accommodations, modifications, transitional programs and support are provided to CTE students with special needs (e.g., access to local agencies, referral systems etc.)? What are noteworthy practices, and how might we better leverage them?

Evaluation: County-Level CTE Program Alignment

Current State:

Desired State:

Noteworthy Practices:

Resources to Leverage:

County Goal(s) Associated with Element, if applicable:

Part Two: Conducting the CLNA at the Local Level

Part Two: Conducting the CLNA at the Local Level

Three or more goals may have been developed through the countywide CLNA process. The next step is to conduct a deep dive into your own district or college's data and determine how you will work to address the larger county goals through your CTE program offerings and practices.

Your group may decide to review the data through the protocol featured in Appendix A. As mentioned above, there are six key elements to attend to at the local level (p.3), and any appropriate data analysis protocol can be applied to each section. The county goals crafted through the CLNA process will serve as a wider lens for analysis. As you plan your local application, programmatic investments and transformations, consider how each choice will in some way contribute toward reaching the larger county goals. We are now working together to serve the labor needs of our county, region and state, and each LEA can and will contribute to that alignment.

Conversations to explore the six key elements at a greater depth will be held at the again at the local level. This section includes questions that may prompt reflection and discussion. The entire local LEA group can work on all six areas, or the questions can be considered by separate groups looking at data specific to each element. After the separate key elements are analyzed, all the findings must be compiled, and decisions and priorities will emerge.

Local CTE Program Alignment to Labor Market

In this section, the law requires careful consideration of the alignment between the CTE programs offered by your district or college and the labor market needs of the area:

What does the law say?

“Section 134(c)(2)(B)(ii) (ii) (I) aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development board described in section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111) (referred to in this section as the ‘State board’) or local workforce development board, including career pathways, where appropriate; or (II) 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.

These conversations should begin at the county-level meeting, and it is likely that countywide goals were formed to respond to a need in the county. As you know, Perkins-funded CTE programs must be closely aligned to programs that prepare students for occupations the NJDOL as high-skill, high-wage and/or in-demand. The NJDOE, in consultation with the labor market analysts at NJDOL, have created definitions or thresholds for “high-skill” industry sectors or occupations, “high-wage” and “in-demand” industry sectors or occupations (see p.10 of NJ State Perkins V Plan).

CTE program funding must be aligned to these industries and occupations. Careful examination of the information for in-demand sectors and occupations at the outset will ground your analysis, and this may cause a significant shift or transformation in your local CTE program offerings.

While conducting the analysis, consider long-term projections in addition to immediate labor market needs, particularly if the CTE programs have a continuum of occupational opportunities and multiple entry and exit points. Consider the county landscape and goals, and work closely with the local workforce development boards, chambers of commerce, and local unions/industry associations to get a complete picture of how to transform or develop your CTE programs.

Braided Funding Opportunities:

- ESSA I.A. 1112 LEA Plans
- ESSA I.A. 1114 School-Level Programs
- ESSA IV.A.4107 Activities to Support Well-Rounded Educational Opportunities
- ESSA IV.F. 4624 Promise Neighborhoods
- IDEA Part D. Sec 300.320 Individualized Education Program
- WIOA I.B. 129 Program Design

Worksheet: Local CTE Program Alignment to Labor Market

Data, Materials and Sources of Evidence

- NJDOE District CTE Data Card
- County Labor Market Information
- Input from industry sector or occupation representatives, with reference to opportunities for student groups

Questions to Consider

- Do CTE programs offered in your district or college prepare students for the in-demand, high-skill, high-wage occupations available in the region?
- What does enrollment in the tightly-aligned CTE programs look like? How might you increase enrollment in the aligned programs?
- How many different programs are offered for each of the key industries, and how many students do they serve?
- Are there any CTE programs that need to be developed, refined or transformed to better align with labor market demand? How might you transform or sunset CTE programs that are not aligned?*
- What career exploration and guidance strategies are in place to attract and support all students in these aligned programs? What should be added?
- Do you offer CTE programs for pathways to occupations at all levels of educational attainment? Do you offer pathways with multiple on- and off-ramps? Are all of your programs focused on the subsequent attainment of advanced degrees, or are there programs that culminate immediately in industry-valued credentials?
- What connections for the transition to postsecondary education have been made (dual credit, articulation, certifications, pre-apprenticeship) in the in-demand areas?
- Do clear pathways and multiple entry/exit points exist for students to obtain postsecondary credentials? If not, what connections need to be made?
- Are all students within the special population categories offered the same opportunities to prepare for work in the local labor market as other students?

***The NJDOE recognizes that CTE program transformation may pose a challenge for districts and colleges and will provide additional resources and guidance to support this process over time.**

Evaluation: Local CTE Alignment to Labor Market

Respond to the narrative prompt in consideration of the data collected from interviews, focus groups, or other methodologies. The response below will identify how CTE programs are aligned to state, regional, or local-in demand industry sectors, and are aligned to meet economic and labor needs. The evidence or data source used to inform should be identified in the “Evidence/Data Source” field below.

Narrative Prompt

How well are your CTE programs aligned to key industries identified in the NJDOL LMI? What are the biggest gaps and what programs can be transformed?

Current State:

Desired State:

Evidence/Data Source:

Element: Evaluation of CTE Programs

Rating (select one):

- 1: Significant gaps and/or multiple gaps exist
- 2: Some gaps exist, and/or we do not have a concrete plan to address them
- 3: Very few gaps exist, and we have processes in place to close the remaining gaps
- 4: No gaps exist

Action Plan for Improving CTE Programs, Local CTE Alignment to Labor Market Strategies in Priority Order:

Local CTE Program Size, Scope and Quality

The next component of the CLNA relates to the quality and implementation of CTE programs. In contrast to the labor market alignment analysis, which considers needs that originate from the labor market, this next focus area addresses the decisions made when delivering CTE programs.

What does the law say?

“Section 134(c)(2)(B)(i) A description of how career and technical education CTE programs offered by the eligible recipient are—

(i) sufficient in size, scope and quality to meet the needs of all students served by the eligible recipient; and...”

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 CLNA (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.

The considerations to address include, but are not limited to:

- CTE programs to offer (and which to phase out)
- Opportunities for work-based learning, career and technical student organization (CTSO) participation, certifications, credentials and articulated credit
- Strategies for ensuring equitable access for all CTE students

The rest of the CLNA must be considered holistically, through an evaluation process that encompasses all these quality CTE program components. The key is to capture the full breadth of CTE program quality and implementation at the larger regional scale, and this can be done through several ways. In this area of focus, the law requires you to assess whether you are offering a sufficient number of courses and CTE programs to meet the diverse needs of all student groups; whether those CTE programs are sufficiently broad as well as vertically aligned and linked to the next level of education; and how the quality of CTE program delivery serves to develop student knowledge and skills and prepare them for success.

To meet the Perkins V CLNA Requirement (Section 134(c)(2)(B)(i)) NJDOE Office of Career Readiness has defined size, scope and quality of CTE programs in three different contexts (Secondary, Postsecondary College, Postsecondary Adult) to assist institutions with completing their CLNA.

Braided Funding Opportunities:

- ESSA I.A. 1112 LEA Plans
- ESSA I.A. 1114 School-Level Programs
- ESSA I.A. 1115 Targeted Assistance Programs
- ESSA IV.A.4107 Activities to Support Well-Rounded Educational Opportunities
- ESSA IV. A.4109 Support the Effective Use of Technology
- ESSA IV. 4205 Local Activities
- ESSA IV.F. 4624 Promise Neighborhoods
- IDEA Part D. Sec 300.320 Individualized Education Program
- WIOA I.B. 129 Program Design

Worksheet: Local CTE Program Size, Scope and Quality

Data, Materials and Sources of Evidence

- NJDOE District CTE Data Card
- Total number of CTE programs in the and number of courses within each program area
- CTE course content information, applications for certain CTE programs, if applicable
- CTE course enrollment: student participation, attainment of credentials and articulated credit, student retention and transition

Questions to Consider

Size

- What CTE programs have the highest student enrollment? Are these CTE programs associated with students attaining high-skill, high-wage, or in-demand industry sectors or occupations?
- Are there opportunities for all students to access the high-skill, high-wage, in-demand CTE programs? How many seats are available in these programs?
- Is enrollment sufficient to support the program? If not, how do you recruit for it? Are students choosing to enroll or requesting to be placed in these CTE programs? Have the reasons why students who want to enroll and do not enroll been identified?
- If lower enrollment programs exist, are they more closely aligned with high-skill, high-wage, in-demand CTE occupations than the higher-enrolled programs? If so, how might you attract more students into these programs?

Scope

- Do opportunities to continue in a postsecondary track exist in those high-skill, high-wage, in-demand CTE programs? Has an effort been made to transform them into Programs of Study?
- Which CTE programs have the highest number of articulation agreements? Which programs are lacking those agreements?
- What percent of students are categorized as participants, concentrators and completers within each CTE program? Is student attrition high between the program levels? Are we losing students on the path to completion? How can that be addressed?
- Is there communication and coordination among secondary, postsecondary and industry sectors or occupations concerning the development and delivery of CTE Programs of study in your district or college? How could that improve?

Quality

- Do all CTE programs prepare students for occupations that meet at least two of the three criteria: high-skill, high-wage and in-demand occupations? Do your programs lead to credentials of value in in-demand industries? How will you transition programs into programs of study over time?
- What strategies are in place to recruit and retain employers participating in work-based learning?
- Do your programs feature up-to-date, industry-standard equipment, facilities, curricula, methods of instruction, and work-based learning opportunities?

- Are you effectively partnering with employers and educational institutions to ensure that your programs are aligned with industry need and future academic opportunities? How can partnerships be leveraged to improve CTE programs across the region?

CTE Program Size, Scope and Quality: Secondary Programs

Size (Numerical Value)	Scope (Curricular Concerns)	Quality (Measurable Results)
Programs must include a coherent sequence of not fewer than three CTE courses; or two years of CTE courses for a County Vocational-Technical School District	Fundable programs will transition over time to become programs of study, where students are prepared to obtain a recognized postsecondary credential ⁴	Fundable programs are limited to programs that prepare students for occupations that meet at least two of the three criteria: high-skill, high-wage and in-demand occupations
Programs must retain 40% of participants initially enrolled through their completion of the program. <i>Minimum enrollment in the first course is 10 students, or a waiver must be requested with justification provided</i>	The curriculum offers academic, technical and employability skills verified by an advisory board specific to the program	Students are achieving program goals, objectives and are making progress toward each of the indicators
Schools must offer a minimum of one approved program of study to receive funding, <i>but must transition all programs over the next three years</i> ⁵	Links or pathways must exist between the secondary and postsecondary CTE programs of study	The program has certified teachers providing instruction on industry and academic standards
Advisory boards must be composed of at least 30% of participants with industry experience specific to the program	The curriculum shows a progression of instruction towards an occupation or profession and includes pathways to advancement	All students have engaged in work-based experiences <i>in the related industry</i> by the end-of-program completion.

⁴ Per WIOA Training and Employment Guidance Letter (TEGL) 10-16, a **recognized postsecondary credential** “means a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree.”

⁵ All funded CTE programs must develop a plan over the next three years to include attainment of a recognized postsecondary credential in the transition towards Programs of Study

CTE programs must support career pathways meeting two of the following three criteria:

- **High-skill occupations** require a high level of knowledge in a technical domain and may have credentials, certificates and degrees associated with advancement. Each level of typical educational attainment will have a set of occupations classified as high skill.⁶ These occupations may not require a bachelor's degree for entry into the field but have pathways to access at multiple points and lead to advancement.
- **High-wage occupations** pay at or above the median hourly wage (\$20.96) or the mean annual wage for New Jersey (\$58,210). This calculation will be adjusted annually and provided to the New Jersey Department of Education (NJDOE) by New Jersey Department of Labor and Workforce Development.
- **In-demand occupations** have more than the median number of total (growth plus replacement) openings statewide or in a particular region. This data at the county level will be provided annually by NJDOL to the NJDOE for use by LEAs in the Comprehensive Local Needs Assessment.

⁶ The NJDOL's Office of Research and Information has provided NJDOE with a formal methodology for the identification of specific high-wage, in-demand occupations. The list of these occupations will be provided as a reference to LEAs annually.

CTE Program Size, Scope and Quality: Postsecondary College Programs

Size (Numerical Value)	Scope (Curricular Concerns)	Quality (Measurable Results)
Programs must include a coherent sequence of no fewer than 12 credits or the equivalent in a career and technical field, leading to a certificate or degree	Fundable programs must lead to a recognized postsecondary credential ⁷	Fundable programs are limited to programs that prepare students for occupations that meet at least two of the three criteria: high-skill, high-wage and in-demand occupations
Programs must retain 40% of concentrators enrolled through the completion of their degree (incrementally increase retention over the next three years from 30% to 40%)	The curriculum offers academic, technical and employability skills verified by an advisory board specific to the program	Students are achieving program goals, objectives and are making progress toward each of the indicators
Establish a minimum of one early college CTE program with secondary school districts with a concentration of ESSA-Perkins V-identified student groups	Establish articulation agreements with, at a minimum, 50% of the secondary schools with CTE programs	The program has appropriately trained faculty providing instruction on industry and academic standards
Advisory boards must be composed of at least 30% of participants with industry experience specific to the program	The curriculum shows a progression of instruction towards an occupation or profession and includes pathways to advancement	All students have engaged in work-based experiences <i>in the related industry</i> by the end-of-program completion

⁷ Per WIOA TEGL 10-16, a **recognized postsecondary credential** “means a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree.”

CTE programs must support career pathways meeting two of the following three criteria:

- **High-skill occupations** require a high level of knowledge in a technical domain and may have credentials, certificates and degrees associated with advancement. Each level of typical educational attainment will have a set of occupations classified as high skill.⁸ These occupations may not require a bachelor's degree for entry into the field but have pathways to access at multiple points and lead to advancement.
- **High-wage occupations** pay at or above the median hourly wage (\$20.96) or the mean annual wage for New Jersey (\$58,210). This calculation will be adjusted annually and provided to the New Jersey Department of Education (NJDOE) by New Jersey Department of Labor and Workforce Development.
- **In-demand occupations** have more than the median number of total (growth plus replacement) openings statewide or in a particular region. This data at the county level will be provided annually by NJDOL to the NJDOE for use by LEAs in the Comprehensive Local Needs Assessment.

⁸ The NJDOL's Office of Research and Information has provided NJDOE with a formal methodology for the identification of specific high-wage, in-demand occupations. The list of these occupations will be provided as a reference to LEAs annually.

CTE Program Size, Scope and Quality: Postsecondary Adult Programs

Size (Numerical Value)	Scope (Curricular Concerns)	Quality (Measurable Results)
Programs must set aside a designated percentage of their total allocations to directly serve special populations	Fundable programs must lead to a recognized postsecondary credential ⁹	Fundable programs are limited to programs that prepare students for occupations that meet at least two of the three criteria: high-skill, high-wage and in-demand occupations
Programs must retain 40% of participants initially enrolled through their completion of the program	The curriculum offers academic, technical and employability skills verified by an advisory board specific to the program	Students are achieving program goals, objectives and are making progress toward each of the indicators
Advisory boards must be composed of at least 30% of participants with industry experience specific to the program	The curriculum shows a progression of instruction towards an occupation or profession and includes pathways to advancement	The program has appropriately trained faculty providing instruction on industry and academic standards

CTE programs must support career pathways meeting two of the following three criteria:

- **High-skill occupations** require a high level of knowledge in a technical domain and may have credentials, certificates and degrees associated with advancement. Each level of typical educational attainment will have a set of occupations classified as high skill.¹⁰ These occupations may not require a bachelor’s degree for entry into the field but have pathways to access at multiple points and leading to advancement.
- **High-wage occupations** pay at or above the median hourly wage (\$20.96) or the mean annual wage for New Jersey (\$58,210). This calculation will be adjusted annually and provided to the New Jersey Department of Education (NJDOE) by New Jersey Department of Labor and Workforce Development.
- **In-demand occupations** have more than the median number of total (growth plus replacement) openings statewide or in a particular region. This data at the county level will be provided annually by NJDOL to the NJDOE for use by LEAs in the Comprehensive Local Needs Assessment.

⁹ Per WIOA TEGL 10-16, a **recognized postsecondary credential** “means a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree.”

¹⁰ The NJDOL’s Office of Research and Information has provided NJDOE with a formal methodology for the identification of specific high-wage, in-demand occupations. The list of these occupations will be provided as a reference to LEAs annually.

Evaluation: Local CTE Program Size, Scope and Quality

Respond to the narrative prompt in consideration of the data collected from interviews, focus groups, or other methodologies. The response below will identify how CTE programs are sufficient in size, scope, and quality; are aligned to state, regional, tribal, or local-in demand industry sectors, and are aligned to meet economic and labor needs. The evidence or data source used to inform should be identified in the “Evidence/Data Source” field below.

Narrative Prompt

Do you have adequate CTE program design? Adequate CTE design indicators include meeting the state approved secondary or post-secondary definitions of size, scope, and quality, growing and sustainable enrollment, labor-aligned programs of study, articulation agreements, sequenced progression of courses within program area, industry-valued credentials, and thoughtful program evaluation processes.

Current State:

Desired State:

Evidence/Data Source:

Element: Evaluation of CTE Programs

Rating (select one):

- 1: Significant gaps and/or multiple gaps exist
- 2: Some gaps exist, and/or we do not have a concrete plan to address them
- 3: Very few gaps exist, and we have processes in place to close the remaining gaps
- 4: No gaps exist

Action Plan for Improving CTE Programs, Size, Scope and Quality Strategies in Priority Order:

Local CTE Student Performance

The Perkins V legislation requires the evaluation of student performance on federal accountability measures both in the aggregate and disaggregate by all student groups as defined in Perkins V:

What does the law say?

“Section 134(c)(2)(A) (A) An evaluation of the performance of the students served by the eligible recipient with respect to State determined and local levels of performance established pursuant to section 113, including an evaluation of performance for student groups and each subgroup described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965.”

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 all student groups (as defined in ESSA).

Perkins V requires data for student groups that is defined as:

- Gender (secondary and postsecondary)
- Race and Ethnicity (secondary and postsecondary)
- Individuals from economically disadvantaged families, including low-income youth and adults (secondary and postsecondary)
- Individuals with disabilities (secondary and postsecondary)
- English learners (secondary and postsecondary)
- Homeless individuals (secondary)
- Youth who are in, or who have aged out of the foster care system (secondary)
- Youth with a parent who is on active duty in the military (secondary)
- Migrant status (secondary)
- Single parents, including single pregnant women (secondary and postsecondary)
- In the existing student performance indicators for the transition year from school year (SY) 2015-16, SY 2016-17 and SY 2017-18 includes information on:
 - ELA Proficiency (secondary)
 - Math Proficiency (secondary)
 - Science Proficiency (No data is available for the SY 2017-18) (secondary)
 - 4-Year Graduation Rate (secondary)
 - Retention/Placement (postsecondary)
 - Technical Skill Attainment (TSA) (secondary)
 - Postsecondary Credential (secondary and postsecondary)
 - Postsecondary Credits (No data is available for the SY2017-18) (secondary)
 - Work-Based Learning (secondary)
 - Individuals preparing for nontraditional fields (secondary and postsecondary)

Braided Funding Opportunities:

- ESSA I.A. 1112 LEA Plans
- ESSA I.A. 1114 School-Level Programs
- ESSA I.A. 1115 Targeted Assistance Programs
- ESSA I.C. 1431 Education of Migrant Children-Program Evaluations
- ESSA IV.A.4107 Activities to Support Well-Rounded Educational Opportunities
- ESSA IV. 4205 Local Activities
- ESSA IV.F. 4624 Promise Neighborhoods
- IDEA Part D. Sec 300.320 Individualized Education Program
- WIOA I.B. 129 Program Design

Worksheet: Local CTE Student Performance:

Data, Materials and Sources of Evidence

- NJDOE District CTE Data Card (Required)

Questions to Consider

- Overall, what student performance patterns can be identified across CTE indicators/CTE programs/schools?
- Are there one or more performance indicators in which your district struggles to meet across programs within CTE or throughout the district? What specific strategies can you implement in CTE to address the need?
- Which elements of your CTE programs are the strongest? The weakest? Why? Which of the weaker elements, if addressed, would have the largest impact on student performance?
- Which specific student groups are not participating in CTE or are struggling the most to be successful? Are there roadblocks that can be addressed immediately? What strategies need a more comprehensive long-term plan?
- How are students from all student groups performing in my CTE programs in comparison to students without identified special needs?
- Are there disparities in various populations' and/or groups' performance in specific programs? Why? How long have there been discrepancies in performance and what, if anything, has been attempted to remedy them?
- What specific strategies, supports and interventions might be considered to improve performance in needed areas?

Please note: Performance data includes student data aggregated from both the concentrator and completer designations

Evaluation: Local CTE Student Performance

Respond to the narrative prompt in consideration of the data collected from interviews, focus groups, or other methodologies. The below questions will provide an evaluation of student performance served by your district or college, based on state and locally determined levels of performance, including the evaluation of performance for special populations and student groups. The evidence or data source used to inform should be identified in the “Evidence/Data Source” field below.

Narrative Prompt

Where are the biggest gaps in Perkins Performance Indicators among CTE programs? How might we improve academic and technical skills across all programs, and what specific components need to be addressed?

Current State:

Desired State:

Evidence/Data Source:

Element: Evaluation of CTE Programs

Rating (select one):

- 1: Significant gaps and/or multiple gaps exist
- 2: Some gaps exist, and/or we do not have a concrete plan to address them
- 3: Very few gaps exist, and we have processes in place to close the remaining gaps
- 4: No gaps exist

Action Plan for Improving CTE Program Student Performance Strategies in Priority Order:

Local CTE Program Implementation

Section 134(c)(2)(C) An evaluation of progress toward the implementation of career and technical education programs and Programs of Study. In this section, the legislation requires consideration as to how well institutions are implementing the full scope of CTE programs and Programs of Study, defined in Perkins V as:

What does the law say?

“a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that—

- (a) incorporates challenging State academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;
- (b) addresses both academic and technical knowledge and skills, including employability skills;
- (c) is aligned with the needs of industries in the economy of the state, region, tribal community or local area;
- (d) progresses in specificity (beginning with all aspects of an industry or Career Cluster® and leading to more occupation-specific instruction);
- (e) has multiple entry and exit points that incorporate credentialing; and
- (f) culminates in the attainment of a recognized postsecondary credential.”

What does the law mean?

This evaluation should be both a backward and forward-looking review of the CTE programs and Programs of Study offered. In addition to meeting the definition for size, scope and quality, this requirement addresses current and future plans to support the implementation of CTE programs and Programs of Study.

Braided Funding Opportunities:

- ESSA I.A. 1112 LEA Plans
- ESSA I.A. 1114 School-Level Programs
- ESSA I.A. 1115 Targeted Assistance Programs
- ESSA I.C. 1431 Education of Migrant Children-Program Evaluations
- ESSA IV. A.4107 Activities to Support Well-Rounded Educational Opportunities
- ESSA IV. A.4109 Support the Effective Use of Technology
- ESSA IV. 4205 Local Activities
- ESSA IV.F. 4624 Promise Neighborhoods
- IDEA Part D. Sec 300.320 Individualized Education Program
- WIOA I.B. 129 Program Design

Worksheet: Local CTE Program Implementation

Data, Materials and Sources of Evidence

- NJDOE District CTE Data Card (Required)
- CTE course content information
- CTE course enrollment: student participation, attainment of credentials and articulated credit, student retention and transition

Questions to Consider

- What role do industry partners play in the development and delivery of the CTE programs? How do you ensure your programs of study are responsive to community employment needs, are informed by labor market information, and allow for employer input?
- How many of your programs are Programs of Study, which feature courses aligned to postsecondary credit?
- How does your district/college ensure that CTE faculty and teachers are involved in the design, revision and approval of programs of study and articulation agreements?
- Or, in the case of a college LEA, how many of your programs align with secondary offerings?
 - How might you increase the number of Programs of Study you offer?
 - How do your programs of study lead to credentials of workplace value that provide all students opportunities for living wage employment, with an emphasis on the Perkins special populations and student groups?
 - How many students across your programs earn a recognized certificate, industry-recognized credential or postsecondary credit(s)?
- Do the courses offered in each of the CTE programs feature opportunities for project-based learning, problem-solving activities, experiential learning and differentiated instructional methods?
- Does the CTE program integrate and maintain current and/or state-of-the-art technology that reflects industry norms; and students can both demonstrate and articulate technological trends that affect the field?
- Is the CTSO an integral part of the instructional program that provides opportunities for service learning, occupational, employability and leadership development?

- What efforts are made to ensure student awareness of work-based learning opportunities in the district or college?
 - Do all of your programs offer all students opportunities for work-based learning experiences?
 - How many of your CTE students have access to work-based learning experiences? How is that supported?
 - Does the district or college have a work-based learning or cooperative education coordinator to support student placement in a work setting?
 - How do you communicate work-based learning opportunities to students and their families?
 - How do you communicate and coordinate the development and delivery of work-based learning opportunities with business/industry?

Evaluation: Local CTE Program Implementation

Respond to the narrative prompt in consideration of the data collected from interviews, focus groups, or other methodologies. The responses should identify progress toward the implementation of career and technical education programs and programs of study. The evidence or data source used to inform should be identified in the "Evidence/Data Source" field below.

Narrative Prompt

In what ways do programs partner with secondary, postsecondary, adult basic education, local workforce development boards, and business/industry representatives to ensure programs are high-quality and offer direct access to a postsecondary pathway?

Current State:

Desired State:

Evidence/Data Source:

Element: Evaluation of CTE Programs

Rating (select one):

- 1: Significant gaps and/or multiple gaps exist
- 2: Some gaps exist, and/or we do not have a concrete plan to address them
- 3: Very few gaps exist, and we have processes in place to close the remaining gaps
- 4: No gaps exist

Action Plan for Improving CTE Program Implementation Strategies in Priority Order:

Local CTE Program Staff Recruitment, Retention and Development

In this piece of the legislation, you are required to assess and develop plans to improve the quality of your faculty and staff through recruitment, retention and professional development, with attention paid to diversity in the profession.

What does the law say?

“Perkins V Section 134(c)(2)(D) A description of how the eligible recipient will improve recruitment, retention and training of CTE educators, 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 analysis of educators or other staff shortages.

Focus your discussion on this section around the state CTE certification policies and the relevant terms defined in Perkins V, particularly the definition of “professional development”, which emphasizes sustainability, relevance and quality of these experiences. Take a comprehensive view as you consider the educators, administrators, staff, and academic and career counselors that support your CTE programs. Consider the ways they demonstrate their commitment to the profession through the pursuit of advanced certification or extensive professional development. Look for gaps in expertise within and across CTE programs, and opportunities to enhance their professional development. In addition, consider how you recruit educators and staff, and prepare them for their responsibilities, particularly new educators coming from a background in an industry sector or occupation.

To take this analysis further, compare your current staff capacity to your future plans for CTE programming. For example, based on your CLNA, you may intend to develop new CTE programs of study or expand your career development services in the next four years. As you consider your current staff, you will need to make projections about where you need to increase skills or hire new people.

Finally, consider your methods for recruiting and retaining educators and staff from student groups traditionally underrepresented in the profession. Compare the demographics of your educators and staff to the makeup of your student body. To make this more robust, conduct a root causes analysis similar to that outlined in the Student Performance and Progress Toward Improving Access and Equity sections of this working guide, and consult colleagues who worked on educator shortage and diversity issues for ESSA. The [NJDOE’s Office of Educator Recruitment, Preparation and Recognition](#) have developed a set of resources to support diversifying New Jersey’s educator workforce.

Braided Funding Opportunities:

- ESSA I.A. 1114 School-Level Programs
- ESSA IV. A.4107 Activities to Support Well-Rounded Educational Opportunities
- ESSA IV. A.4109 Support the Effective Use of Technology

Worksheet: Local CTE Program Staff Recruitment, Retention and Development

Data, Materials and Sources of Evidence

- NJDOE District CTE Data Card (Required)
- NJDOE Certification and Induction, CTE Titles and Endorsements
- Data on faculty, staff, administrator and counselor preparation; credentials; salaries and benefits; and demographics
- Description of recruitment and retention processes
- Descriptions of professional development, mentoring and externship opportunities
- Data on educator participation in professional development, mentoring and externship
- Findings from educator evaluations
- Findings from surveys/focus groups of educators' needs and preferences
- Data on educator and staff retention
- Information about educator shortage areas and projections of future staffing needs

Questions to Consider

- What CTE Career Clusters®/CTE programs have educator vacancies? High turnover of staff?
- What processes are in place to recruit new CTE staff both internally and externally?
- Are all CTE staff appropriately certified? Has an institution-wide survey of teacher certification and college degree completion been conducted to determine if they hold more than one certificate or, to determine if they can easily bridge into a CTE certification?
- How diverse is the CTE staff (i.e., Administrators, Educators and Counselors)? Does the diversity of the staff reflect the demographic makeup of the student body or service region?
- In what ways have you considered under-represented students as staffing decisions are made?
- How is the need for professional development identified?
- What substantive and effective professional development activities are offered around CTE academic, technical, or equity instruction? Are instructors provided with professional development opportunities to remain current in their fields?
- For secondary programs, is there a process to determine the possibility of bridge certification for academic area teachers to become CTE educators in your district?
- How does your secondary/postsecondary school provide, approve and fund professional development activities to improve CTE staff?
- Which professional development needs are most pressing? What strategies will you use to support educators over the next four years to ensure your programmatic and performance goals can be met?

Evaluation: Local Recruitment, Retention and Training of CTE Educators

Respond to the narrative prompt in consideration of the data collected from interviews, focus groups, or other methodologies. The responses will describe how your district or college 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. The evidence or data source used to inform should be identified in the “Evidence/Data Source” field below.

Narrative Prompt

What processes and strategies are in place to recruit, support and retain high-quality CTE educators? What industry- and program-specific professional development opportunities are available to your staff and faculty?

Current State:

Desired State:

Evidence/Data Source:

Element: Evaluation of CTE Programs

Rating (select one):

- 1: Significant gaps and/or multiple gaps exist
- 2: Some gaps exist, and/or we do not have a concrete plan to address them
- 3: Very few gaps exist, and we have processes in place to close the remaining gaps
- 4: No gaps exist

Action Plan for Improving CTE Program Staff Recruitment, Retention and Development Strategies in Priority Order:

Local CTE Program Access and Equity

Perkins V legislation requires evaluation of the progress in providing equal access to CTE programs, particularly CTE programs that lead to strong positive outcomes for all students.

What does the law say?

“Perkins Section 134(c)(2)(E) A description of progress toward implementation of equal access to high-quality career and technical education courses and CTE Programs of Study for all students, including— (i) strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and CTE programs for student groups; (ii) providing CTE programs that are designed to enable student groups to meet the local levels of performance; and (iii) providing activities to prepare student groups 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 student groups. 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 student groups.

Review participation data for students from student groups and consider how CTE programs are promoted to prospective students. Strategies for inclusion of all students into CTE programs includes the following:

- Depicting students from student groups in promotional materials
- Actively recruiting students from student groups
- Providing career guidance that helps students from student groups choose a pathway that fits their goals and strengths
- Partnering with local schools to familiarize middle school and elementary school students with CTE offerings and building relationships to leverage resources

Finally, consider CTE program delivery through an equity lens. Look at the accommodations, modifications, and supportive services offered and identify ways to increase those opportunities to support all students. Examine the curriculum, instruction, materials and assessments for content that may marginalize students. The NJDOE’s [Career Equity Resource Center](#) webpage has resources to assist in identifying unintentional bias. In addition, identify barriers to participation in work-based learning, Career and Technical Student Organization’s (CTSOs), and articulated credit opportunities and determine potential strategies to address those barriers.

Deepen this analysis by conducting focus groups, surveys, or interviews with students from student groups, their family members, and community-based organizations that work with student groups. These activities can uncover information about needs, preferences and perceptions that impact progress on reaching institution goals.

Worksheet: Local CTE Program Access and Equity

Data, Materials and Sources of Evidence

- NJDOE District CTE Data Card (Required)
- Data on participation and performance for students from all student groups
- Applications, entry requirements, pre-requisite courses, etc. in place for each CTE program
- Processes for providing accommodations, modifications and supportive services for student groups in specific CTE programs
- Promotional materials, recruitment activities and career guidance activities for student groups
- Procedures for work-based learning for student groups
- Findings from surveys/focus groups

Questions to Consider

- Can all students access all of your CTE programs?
- Overall, does the CTE student group reflect the representative demographic of the district or county?
 - Which specific student groups are under- or over-represented in each CTE program?
- Identify the barriers related to under-represented groups enrollment in high-quality CTE programs. What strategies are used to actively address these barriers?
- What is your approach to provide outreach to special and/or historically underserved populations?
- How are under-represented student groups actively recruited into CTE programs that have enrollment discrepancies? How do you ensure that students from under-represented groups are accepted and enrolled into CTE programs?
- What efforts are made to ensure students in middle schools have access to CTE opportunities?
 - Is there communication and coordination between middle and high school guidance/counseling departments regarding CTE opportunities? Is this exclusively delegated to school counselors?
 - Does the CTE institution ensure that student groups at the middle school level have equitable access to information about CTE programs?
- What communication efforts are made to connect with families and the community?
- What accommodations, modifications, transitional programs and support are provided to CTE students with special needs (e.g., access to local agencies, referral systems etc.)?

Resources to Better Support Equity and Access

After examining data to identify significant differences in performance between student groups and across programs, the next step is to consider the root causes of these inequities so that you can later identify corresponding practices that can combat inequity in your CTE programs.

The Career Equity Resource Center ([CERC](#)) resides in the New Jersey Department of Education's Office of Career Readiness. The center provides data-driven, research-based professional development and technical assistance to secondary schools and county colleges with career and technical education (CTE) programs.

[National Alliance for Partnerships in Equity \(NAPE\) resources](#), including data dashboards and other tools, can support this process.

The Equity Gap Analysis: Local tool provides more information on conducting an equity gap analysis to assist in meeting the provisions of Perkins V for supporting special population learners.

The NAPE Nontraditional Career Preparation: Root Causes and Strategies tool summarizes the research into root causes of inequality and the strategies for addressing these root causes, in relation to nontraditional career pathways. See more here: napequity.org/root

The [PIPEline to Career Success for Students with Disabilities](#): Root Causes and Strategies Tables offer a simplified review of root causes or barriers that students with disabilities face to accessing high-quality education, including career and technical education experiences.

The [Methods of Administration \(MOA\)](#) program exists to ensure that all students, regardless of race, color, national origin, sex, or disability, have equal access to high-quality career and technical education programs. Through its Methods of Administration authority, the Office for Civil Rights of the United State Department of Education oversees the civil rights compliance programs of state agencies that administer career and technical education.

Braided Funding Opportunities

- ESSA I.A. 1112 LEA Plans
- ESSA I.A. 1114 School-Level Programs
- ESSA I.A. 1115 Targeted Assistance Programs
- ESSA I.C. 1431 Education of Migrant Children-Program Evaluations
- ESSA IV.A.4107 Activities to Support Well-Rounded Educational Opportunities
- ESSA IV. 4205 Local Activities
- ESSA IV.F. 4624 Promise Neighborhoods
- IDEA Part D. Sec 300.320 Individualized Education Program
- WIOA I.B. 129 Program Design

Evaluation: Local CTE Program Access and Equity

Respond to the narrative prompt in consideration of the data collected from interviews, focus groups, or other methodologies. The response should identify strategies to overcome barriers that result in lower rates of access to, or performance gaps for, special populations and ways that programs are designed to enable special populations to meet the local levels of performance. Additionally, the responses should identify that activities are designed 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 for CTE students. The evidence or data source used to inform should be identified in the “Evidence/Data Source” field below.

Narrative Prompt

Describe your progress toward the implementation of equal access to high-quality career and technical education courses and programs of study for all students. What is your equity-based approach for maximizing student potential to increase success in your CTE programs?

Current State:

Desired State:

Evidence/Data Source:

Element: Evaluation of CTE Programs

Rating (select one):

- 1: Significant gaps and/or multiple gaps exist
- 2: Some gaps exist, and/or we do not have a concrete plan to address them
- 3: Very few gaps exist, and we have processes in place to close the remaining gaps
- 4: No gaps exist

Action Plan for Improving CTE Program Access and Equity Strategies in Priority Order:

Part Three: Translating Your CLNA Results into the Local Application

Part Three: Translating Your CLNA Results into the Local Application

Translating the CLNA into action, in the form of the local application, is an invaluable opportunity to focus on CTE program improvement and to implement plans that will have a long-term impact on access to high-quality CTE for all students. It's your chance to help improve the quality of CTE education for all students, ultimately supporting Governor Murphy's vision for a stronger, fairer New Jersey.

Finishing the CLNA and beginning the local application for Perkins funds are the next steps in the process and will require input from the required partners. Be creative and use your resources to get valuable input. It does not have to happen in a large public forum but might be more effective selecting the team leaders from each section.

It is time to review the findings and prioritize the action steps identified in each section. There are likely more issues and actions than can be addressed at this time, however it is important to narrow the list of needs to a key set of actions that will have the greatest impact on the following:

- Improving CTE program size, scope and quality and ensuring labor-market alignment;
- Closing performance gaps for student groups;
- Removing barriers that reduce access and success.
- Making sure the best and most diverse educators are on staff

Local Application (Sec. 134)

The local application is structured into three pieces: the actual application components, the comprehensive needs assessment, and consultation requirements. The following forms are provided to summarize the CLNA findings and bridge proposed strategies to the Uses of Funds selection. This information will be uploaded into EWEG as the local application.

Form A: Chief Institution Administrator Certification Form

(Upload required in NJDOE’s EWEG system)

Institution Information and Chief Institution Administrator Certification

County Name:

Institution Name:

Chief Institution Administrator Name:

Chief Institution Administrator Email:

The following certification must be made by the Chief Institution Administrator.

Note: Signatures must be kept on file at the Institution.

I certify that I have been included in consultations related to the priority needs of my career and technical education (CTE) institution and participated in the completion of the Comprehensive Local Needs Assessment (CLNA) related to the “Strengthening Career and Technical Education for the 21st Century Act” (Perkins V). I have been an active member of the CLNA stakeholder group and provided input to the CLNA and the selection of uses of funds. I concur with the information presented herein, including the identification of student performance indicators and CTE programs/Program of Study and activities that are funded by Perkins V.

Signature

Date

Form B: Comprehensive Local Needs Assessment Summary (Upload required in NJDOE's EWEG system)

Describe the results of the comprehensive needs assessment. Summarize the information from each required element, identifying the priority work activity areas based upon the results of your CLNA. Once the priority areas are identified, please estimate the amount of funding used through Perkins V. **Please note: Elements 3,5 and 6 *must* be addressed through priorities and funding.**

Note: This form is available as a Word document on the NJDOE website as: [Comprehensive Local Needs Assessment Summary Form \(Word\)](#).

CTE Program Alignment to Labor Market (from local worksheet 1)

Rating	Priority Strategies	Estimated Funding Use (\$)	Use of Funds Code

CTE Program Size, Scope and Quality (from local worksheet 2)

Rating	Priority Strategies	Estimated Funding Use (\$)	Use of Funds Code

Student Performance (from local worksheet 3)

Rating	Priority Strategies	Estimated Funding Use (\$)	Use of Funds Code

CTE Program Implementation (from local worksheet 4)

Rating	Priority Strategies	Estimated Funding Use (\$)	Use of Funds Code

CTE Program Staff Recruitment, Retention and Development (from local worksheet 5)

Rating	Priority Strategies	Estimated Funding Use (\$)	Use of Funds Code

CTE Program Access and Equity (from local worksheet 6)

Rating	Priority Strategies	Estimated Funding Use (\$)	Use of Funds Code

Local Uses of Funds

Code	Local Uses of Funds
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 making informed plans and decisions about future education and career opportunities and programs of study.
2	Provide professional learning for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
3	Provide within CTE the skills necessary to pursue careers in high-skilled, high-wage, or in-demand industry sectors or occupations.
4	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	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	Develop and implement evaluations of the activities carried out with funds, including evaluations necessary to complete the CLNA and the annual budget application.

Form C: Local Application

(Narrative responses to be typed into text boxes in NJDOE’s EWEG system)

Each eligible recipient must submit a local application to be eligible for funding, and the local application should cover the same time period as the state plan—four years. The following specific requirements for the application are delineated in Perkins V:

1. Which of your priorities align with county or regional goals developed collaboratively? (if applicable)
2. Provide information on the CTE course offerings and activities to be provided with Perkins funds, which includes at least one state-approved program of study (refer to Local Worksheets 1 and 2):
 - how the results of the CLNA informed the selection of the specific CTE programs and activities selected to be funded
 - a description of any new programs of study the local recipient will develop and submit to the state for approval
 - how students, including students who are members of special populations, will learn about their school’s CTE course offerings and whether each course is part of a CTE program of study
3. Describe how the following activities will be provided in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems, and other partners (refer to Local Worksheets 2,4 and 6):
 - career exploration and career development coursework, activities or services
 - career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations, as determined by the comprehensive needs assessment
 - an organized system of career guidance and academic counseling to students before enrolling and while participating in a CTE program
4. Describe how the academic and technical skills of students participating in CTE programs will be improved by strengthening the academic and CTE components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs to ensure learning in the subjects that constitute a well-rounded education (as defined by ESEA)(refer to Local Worksheets 3, 4 and 6).

5. Describe activities that will be provided to (refer to Local Worksheets 4 and 6):
 - prepare special populations for high-skill, high-wage, or in-demand occupations that will lead to self-sufficiency;
 - prepare CTE participants for non-traditional fields;
 - provide equal access for special populations to CTE courses, programs, and programs of study; and
 - ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations.
6. Describe the work-based learning opportunities that will be provided to students participating in CTE programs and how the recipient will work with representatives from employers to develop or expand work-based learning opportunities, as applicable (refer to Local Worksheets 2 and 4).
7. Describe how students participating in CTE will be provided with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as practicable (refer to Local Worksheets 2 and 4).
8. Describe coordination with the state and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized appropriately-certified instructional support personnel, including individuals from groups underrepresented in the teaching profession (refer to Local Worksheet 5).
9. Describe the process for how disparities or gaps in student performance identified in the CLNA will be addressed each year, and if no meaningful progress has been achieved prior to the third program year, what additional actions that will be taken to eliminate those disparities or gaps (refer to Local Worksheets 3 and 6).

Form C: CLNA Required Stakeholder Verification/Consultation Requirements

(To be typed into text boxes in NJDOE's EWEG system)

Every eligible recipient must verify the engagement of each of the required stakeholders. In the EWEG system, you will be asked to list representatives from each of the stakeholder categories engaged, the organization or company represented, and how the stakeholder was engaged. This evidence of engagement could be an activity such as completing a survey, attending a meeting, focus group, etc.

At a minimum, the following groups must be engaged:

- 1) representatives of career and technical education CTE programs in a local educational agency or educational service agency, including educators, career guidance and academic counselors, principals and other school leaders, administrators and specialized instructional support personnel and paraprofessionals;
- 2) representatives of career and technical education CTE programs at postsecondary educational institutions, including faculty and administrators;
- 3) representatives of the State board or local workforce development boards and a range of local or regional businesses or industries;
- 4) parents and students;
- 5) representatives of student groups;
- 6) representatives of regional or local agencies serving out-of-school youth, homeless children and youth and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965);
- 7) representatives of Indian Tribes and Tribal organizations in the State, where applicable; and
- 8) any other stakeholders that the eligible agency may require the eligible recipient to consult." SEC134(b)

Appendices, Resources and Acknowledgements

Appendix A: Notice and Wonder Protocol

The proposed protocol is called the **Notice and Wonder Protocol**, and it can help diverse teams examine data together in three ways:

- It makes it easier for participants to internalize and make sense of the data;
- It forces the groups to have a conversation about what the data actually say; and
- It assuages the temptation to rush to conclusions prematurely and misallocate funds to solve a perceived problem.

Do First: Review Existing Regional Labor Market and CTE Data

Every group will have access to NJDOE Data Cards and NJDOL Labor Market Information that include information about state, regional and county-level labor market and CTE program information. This data will provide the platform for discussion at these regional meetings. While it is tempting to dive into an analysis of each district or college's data at first, it is critical to view the larger CTE landscape in a region before attempting to transform each district's programs and offerings.

CLNA teams should inventory the entire landscape of CTE offerings through the lens of a collective responsibility to prepare students for the high-wage, high-skill, in-demand occupations available to them. The teams will be working with data provided by the NJDOE and NJDOL, but will likely have additional district or college level information to help explain the data points they are considering on the regional level. Regardless of the data's specific source and composition, the information used for discussion at this point will paint in broad brushstrokes the landscape of CTE in the area. As teams continue through each step of the CLNA process, there will be sufficient time later to paint in very fine brush lines in their local applications using their own specific findings.

The proposed protocol is designed so that CLNA teams engage thoroughly with their regional and county-wide data before deciding how to address their own district or college's programmatic offerings. The first phase of this process does not include districts and colleges attempting to elucidate problems of performance and student learning that are present in their own LEA CTE data. This, of course, is an eventual goal of CLNA process and the local application, but it will not be addressed in significant detail until after the regional analysis is complete.

There is a good reason for this delay in identifying problem areas in specific districts and colleges. In the past, through the local application, each LEA was using their own data, working towards improving student achievement in their own specific programs, so they were not able to see their specific role in the ecosystem of CTE offerings in the region. By viewing LEA-specific data only through the lens of one college or district,

only the numbers that support the continuation and improvement of each program, cause us all to overlook other areas in need of attention, even dire attention. This includes alignment of programs to a larger purpose (rather than just student interest and perceived demand), and most importantly, considering equity and access of opportunity to all CTE programs in a region.

This proposed protocol will encourage both a thorough look at the regional CTE and labor market landscape and create a needed delay in concluding why gaps in programming and opportunities exist, and how they could be solved through strategic, coordinated actions at the local level.

One Possible Model for Analysis: Notice and Wonder Protocol

Teams are provided with the Labor Market Information and CTE Program Data Reports and then asked to quietly and individually review them. In Round 1, on an index card, post-its or in their notebooks, they record several factual things they notice in the data. These observations are free of inference and shared without discussion; teams will post their statements in a shared space (Google document, large poster or on a wall). In Round 2, on the back of the index card, teams note "wonders": wonder whys, wonder ifs, wonder whethers, and wonder hows. These observations may not be outright inferences but usually contain a speculative implication. Participants share these within the group while a volunteer scribes them on chart paper. No discussion occurs at this time, except for follow-up questions the team facilitator may ask of the team. These, too, are posted for the team to see.

For the initial county level data set, teams may offer the following types of Notice Statements in Round 1:

- I notice that most of the CTE programs offered in secondary schools in our county are in the Arts, AV and Communications Career Cluster®.
- I notice that TDL is a key industry Career Cluster® for our county, but no corresponding CTE programs exist at the secondary or postsecondary level.
- I notice that most CTE students, on average, are white males.
- I notice that there are few articulation agreements between secondary and our local community college, or the local community college and the local university.

The Notice Statements that are shared may be superficial in nature, or they may pivot on some real and significant facts about the appearance of a specific CTE program or even student groups. All of the statements made are factual, as the protocol instructs, and it does not matter at this point that some of the Notice Statements are meatier than others. What's more important at this juncture is that all members of the team have offered Notice Statements.

By having to make only factual observations, according to the protocol, the team is freed up from the common, self-imposed responsibility to draw conclusions and rush to try to fix problems related to their own district or colleges. Instead, the team can look at simply what the data are saying. Their focus is entirely on the what and not on the why or how to fix it. This step is liberating for people who are uncomfortable with the notion of looking at data and expect that they must quickly determine solutions. Because the protocol does not allow proposed solutions, or even mention of underlying problems, and asks participants to discuss what is revealed by the data in a factual, objective way, teachers who usually prefer to hang back during data conversations tend to feel more comfortable contributing.

Afterward, in Round 2, teams are given the green light to make speculations and deeper observations in the context of Wonder Statements. For the county-level data sets shared, teams might offer the following Wonder Statements:

- I wonder why we have so many CTE programs in Arts, AV and Communications Career Cluster[®], but so few in the TDL Career Cluster[®].
- I wonder why our Latina student enrollment in STEM programs is so low.
- I wonder what percentage of our special population students are represented in the high-need, in-demand, high-skill CTE programs?
- I wonder if we, as a county, do not offer a complete pipeline for all middle school students to access careers in the Health Care industry?
- I wonder why we have so few articulation agreements or programs of study in the Finance Career Cluster[®]?

Without making a conscious effort to push the conversation to a deeper level, the transition from Round 1 (notice) to Round 2 (wonder) naturally does just that. There is good reason for this transition. Notice Statements focus on what happened, whereas Wonder Statements congregate around why it happened, how it happened, and what might be possible.

A couple of points are in order on Notice and Wonder Statements. First, the Notice Statements shared in Round 1 often resurface in Round 2 as Wonder Statements. For example, referring back to the Labor Market data, a participant might offer the Notice Statement “I notice that TDL is a key industry in our county, but we do not offer any TDL programs in the entire region.” In Round 2, a participant might share the Wonder Statement “I wonder how we are preparing students adequately for the workforce if we don’t offer at least one TDL program in the entire county.” Although Wonder Statements might reflect earlier Notice Statements, it is important for teams to realize that this isn’t necessary; all Wonder Statements are fair game whether or not they are connected to previous Notice Statements.

Second, by the end of Round 2, the team has probably listed 15 or 20 Wonder Statements. As the team keeps its focus on its eventual goal of improving access and equity in the landscape of CTE as a county, members inevitably realize that not all Wonder Statements are of equal value in terms of advancing that goal. Some of the Wonder Statements may even seem relatively insignificant compared with others. For example, “I wonder why student enrollment is so high in dance and not welding.” is less valuable to the team than “I wonder if we are adequately preparing the 65% of the students enrolled in Dance programs that are socioeconomically disadvantaged for the world of work.” In other cases, some Wonder Statements on the list can be answered with just a bit of checking, such as “I wonder how if the students with special needs have limited access or barriers to a program.” Although these are all legitimate Wonder Statements, they do not stand out to the team as areas that warrant further pursuit and result in the crafting of a goal to be addressed in the Perkins Local Application. During this step in the model, team members simply discuss the Wonder Statements posted in the list. Are there areas that are mentioned several times? Do several statements fall under one umbrella topic? Can the list be collapsed into a handful of categories? Are there any "bleeding arteries"? Which statements stand to lead to the most impactful action?

At the conclusion of the Notice and Wonder Protocol, teams will have explored the data and internalized what the data have revealed, and they are well on their way to thinking about what is going on in the landscape of CTE in the region and where the problems may lie. Again, teams are not solving any of the problems just yet; they have only begun to identify them. They are simply making sense of what is present in the data. The team's conversation is informal but essential to what happens next: asking Exploratory Questions that will define CLNA goals.

Do Second: Ask Exploratory Questions

Exploratory Questions are questions whose answers the team believes will reveal useful information and point it in the direction of transforming CTE programs and ultimately the county CTE landscape. They are questions that require additional information to answer and that the team would like to investigate further within their own district or college's policies and data. They are born from the Wonder Statements in the Notice and Wonder Protocol. In a large way, the Wonder Statements exist for the sole purpose of generating a meaningful Exploratory Question that will drive the remainder of the local work that will shape the Perkins Local Application. Needless to say, the team's choice of an Exploratory Question is critical to the analysis of their specific programmatic offerings. If the team generates several significant Exploratory Questions at the same time, it can address them in turn, looping back to address each one individually in a new cycle.

While Exploratory Questions come from the Wonder Statements, they do not have to be strictly reworded variations of the Wonder Statements. Sometimes this does happen, but more often than not, either the Exploratory Question is a composite of several Wonder Statements, or it was inspired by and derived from one or more of the Wonder Statements. Most important, the Exploratory Question should be significant: Will answering this question provide the kind of information that will lead to identifying gaps in the CTE landscape for my county or region?

Typically, Exploratory Questions reflect the past, as the following examples show:

- How have we determined which CTE programs we offer students?
- How can we increase access to our CTE programs? How do we select students for our programs, or how do we support students in selecting CTE programs? How do we raise awareness of CTE in middle school?
- What resources can we leverage to build new or transform existing CTE programs?

Most of these examples contain the kernel of an implied problem and a curiosity about how to do better or how to fix the problem, which is to be expected. The particular aspects of "the problem" are yet to be determined in any useful way and will be identified through each district or college's local analysis, but the "macroproblems" of the county or region are emerging through the group's queries. For example, it's not enough to know that our special population students are not well represented in CTE. If we are to "fix the problem," we need to know more specifically what barriers might exist for each student group on a larger level and systematically address them with greater scrutiny.

Exploratory Questions require more information to answer on the local level, so each LEA can determine the role and contribution they might offer. The questions point to where each district or college can start looking for additional information in their own unique data sets. They provide a screen for our search, filtering out irrelevant information as we sift through masses of related and unrelated data and extract only those data that address, at least in part, our Exploratory Question. This pursuit of additional data happens after the generation of local or regional CLNA goals, but prior to completing the Local Perkins Application.

Do Third: Decide Who Will Bring What/Develop Goals for the County or Region

Now that each district or college team has chosen an Exploratory Question, it's time to gather more information to help the team members answer that question. At the end of the initial CLNA meeting, each team brainstorms a list of all possible sources of additional data and artifacts that, when analyzed together, will help the team members answer their Exploratory Question.

Data sources tapped to answer the team's Exploratory Question are not limited to numerical data in the way of tables and charts but must include artifacts of teacher and student work. These artifacts may include, but is not limited to:

- Admissions tests and student group data
- Documentation of course sequences and aligned curriculum
- Number and type of credit transfer agreements
- Curriculum standards that show depth and breadth of CTE programs
- Opportunities for extended learning within and across CTE programs of study
- Descriptions of professional development, mentoring and externship opportunities
- Data on educator participation in professional development, mentoring and externship
- Findings from educator evaluations, and educator and staff retention data
- Findings from surveys/focus groups of students' and educators' needs and preferences
- Information about educator shortage areas and projections of future staffing needs

Appendix B: Forming a Consortium, FAQs

What is a consortium? Who is eligible to join a consortium?

Perkins V sets a minimum allocation requirement that secondary and postsecondary career and technical education (CTE) subgrantees must achieve to receive federal financing. An eligible recipient with an allocation below the funding threshold (\$15,000) may enter into a consortium with other subgrantees to reach the minimum threshold. A consortium's funds must be used for purposes and programs that are mutually beneficial to all of its members; Perkins V prohibits the reallocation of funds for uses benefiting only one member.

In previous legislation, Congress authorized the consortia provision to enable small or rural applicants to access federal funds sufficient to support quality CTE programming. Across the United States, consortia are more prevalent at the secondary level than at the postsecondary level and are not commonly established in New Jersey. Some states have utilized these structures and required or encouraged both secondary and postsecondary representation within the agreement, but many are limited to a collection of only secondary or only postsecondary partners. One intended outcome of consortia developed among secondary and postsecondary partners is to strengthen the connections among recipients of federal CTE grants by breaking down funding silos that could inhibit collaboration. With the increased focus on establishing partnerships and the opportunities for collaboration created through the Comprehensive Local Needs Assessment, consortia may become one possible solution to expanding equitable access to CTE for all students.

How can a consortium promote equitable access?

Some states and federal policy proposals have explicitly encouraged or incentivized collaboration through consortium. By highlighting this opportunity through an appendix in the CLNA guidance, New Jersey would like to underscore one of the main themes of the State Perkins V Plan, collaboration. Most importantly, this collaboration will be leveraged to serve students more equitably.

How are Perkins funds allocated to a consortium?

Ultimately, the consortium members must review the career and technical education needs of all the schools across the consortium and have input on the allocation of funds. Joint planning by all consortium members should result in the most effective use of funds for programs of study that are sufficient size, scope, and quality to be effective. At a minimum, the use of consortium funds must be used only for purposes and programs that are mutually beneficial to all members of the consortium, improve equitable access to CTE, and enhance teaching and learning across programs.

Each consortium member should use the findings from the CLNA process (both county and local data) to guide decisions regarding strategies that will improve performance across the consortium. Consortia may support, with the grant funds, only approved, agreed-upon, CTE programs within the same program area. Funding decisions should result in program improvements that are sufficient size, scope, and quality to be effective.

If all individual consortium members agree, can the consortium “grant back” the original amount of Perkins entitlement to a school or district?

No, a consortium is precluded from allocating resources to members in amounts equal to their original allocations or for purposes and programs that are not mutually beneficial. The consortium cannot “grant back” the money to the individual LEA. Perkins legislation is clear that a grant back situation can cause the entire amount to be reclaimed by the U.S. Department of Education. For example, If the formula funds for a district is determined to be \$12,357, they cannot receive \$12,357 back from the consortium to use in their CTE programs.

Can a single CIP be funded in a particular year?

Yes, this is allowable if joint planning of consortium members results in the determination that a single program is the best use of Perkins funds for that year through the CLNA process.

Example: If a consortium conducts the CLNA and determines that the funds should be focused on opening a program in the high-wage, high-skill, in-demand TDL field of Supply Chain Management, then all schools in the consortium must have the opportunity to participate and other CTE program areas may not receive funding that year. Those funded expenditures could include substitute teacher coverage for curriculum training, advisor stipends, supplies and equipment for SCM programs. One Work-based Learning Coordinator may be shared among the members as well, overseeing student placements in the workplace.

Contact PerkinsNJ@doe.nj.gov with any questions regarding consortia.

Appendix C: High-Skill, High-Wage, and In-Demand Occupations in New Jersey

The NJDOE is committed to developing and improving career pathways programs at the state level that support the high-skill, high-wage, in-demand industry sectors identified by the New Jersey Department of Labor and Workforce Development (NJDOE). Many eligible programs within each CTE Career Cluster® meet 2 of the following criteria: high-skill, high-wage, in-demand occupations. **A much more extensive list of CIP codes eligible for Perkins V funding is maintained by each [Career Cluster® lead](#) who should be consulted during the CLNA process to ensure alignment of new and transforming programs.**

The NJDOE's Office of Research and Information has further provided NJDOE with a formal methodology for the identification of New Jersey's high-wage, high-skill, and in-demand occupations. This list is generated using a methodology derived from the U.S. Bureau of Labor Statistics, which identifies just those occupations that meet all three criteria (not just two of the three). This list includes jobs at each major level of educational attainment, which recognizes that skill is not always equivalent to level of education.

Please note that the NJDOE [Demand Occupations List](#) is another very different list that is found on the NJDOE website. This list heavily favors occupations that may not pay a living wage in New Jersey but are in high demand. The following occupations listed below differ from the NJDOE Demand Occupations List as they **account for all three criteria at once**, ensuring that skill is considered at a variety of educational levels and these occupations pay a living wage in New Jersey.

Please note that this is not an exhaustive list of eligible CIP codes, but rather a list of CIP codes associated with occupations that meet all of the three criteria. There are a number of CIP codes that do meet two of the three criteria and are not included on this list but are eligible programs.

Questions to consider when evaluating current and potential CTE program offerings:

- Do students in our county/district have opportunities to enter these occupations directly from the CTE programs we offer locally? If not, do they allow students access to a pathway towards these occupations?
- Can the programs we currently offer be transformed to better support careers in these occupations?
- How might we refocus our Perkins dollars towards the programs that demonstrate better alignment with the New Jersey labor market?

High-Skill, High-Wage, and In-Demand Occupations in New Jersey

Please note: This is not an exhaustive list of eligible CIP codes in each Career Cluster®. It is a list that includes CIPs associated with occupations that meet all of the three criteria (high-skill, high-wage AND in-demand occupations) in New Jersey at present. If beginning new CTE programs, or considering transitioning current programs, this list may be a helpful resource in prioritizing opportunities.

High skill is viewed through different levels of educational attainment as follows:

- NFE=no formal education
- HSE=high school diploma or equivalent
- SC-A/AA= some college through associate’s degree
- PNDA= postsecondary non-degree award
- BD= bachelor’s degree
- M+ = master’s degree or higher)

CIP	Program Name	Career Cluster®	Associated Top Occupations (Education)
01.0204	Agricultural Power Machinery Operation	Agriculture, Food & NR	Industrial Tractor Operator (NFE)
01.1002	Food Technology and Processing	Agriculture, Food & NR	Food Machine Operators (NFE)
01.1001	Food Science	Agriculture, Food & NR	Ag Food Science Technicians (SC-A/AA)
14.3501	Industrial Engineering	Architecture/Construction	Industrial Engineering Technicians (SC-A/AA)
15.0701	Occupational Safety and Health Technology/Technician	Architecture/Construction	Occupational Health Safety Technicians (HSE)
15.1301	Drafting and Design Technology/Technician, General	Architecture/Construction	Architectural and Civil Drafters (SC-A/AA)
15.1303	Architectural Drafting & Architectural CAD/CADD	Architecture/Construction	Architectural and Civil Drafters (SC-A/AA)
15.1304	Civil Drafting & Civil Engineering CAD/CADD	Architecture/Construction	Architectural and Civil Drafters (SC-A/AA)
46.0000	Construction Trades, General	Architecture/Construction	Construction Managers (BD)
46.0101	Mason/Masonry	Architecture/Construction	Cement Masons and Concrete Finishers (NFE)
46.0301	Electrical and Power Transmission Installation/Installer, General	Architecture/Construction	Telecommunications Line Installers/Repair (HSE)

CIP	Program Name	Career Cluster®	Associated Top Occupations (Education)
46.0302	Electrician	Architecture/Construction	Electricians (HSE)
46.0413	Carpet, Floor, and Tile Worker	Architecture/Construction	Masons/Tile Marble Setters (NFE)
46.0502	Pipefitting	Architecture/Construction	Plumbers, Pipefitters and Steamfitters (HSE)
46.0503	Plumbing Technology	Architecture/Construction	Plumbers, Pipefitters and Steamfitters (HSE)
49.0202	Construction/Heavy Equipment/Earthmoving Equipment Operation	Architecture/Construction	<ul style="list-style-type: none"> • Operating Engineers and Other Construction Equipment Operators (HSE) • Excavating and Loading Machine and Dragline Operators (HSE) • Earth Drillers, Except Oil and Gas (HSE)
10.0203	Recording Arts Technology/Technician	Arts, A/V Tech, Comm	<ul style="list-style-type: none"> • Motion Picture Projectionists (NFE) • Audio and Video Equipment Technicians (PNDA)
50.0407	Fashion/Apparel Design	Arts, A/V Tech, Comm	Tailors, Dressmakers, and Custom Sewers (NFE)
52.0201	Business Administration and Management, General	Business Mgmt/Admin	Human Resources Managers (BD)
52.0205	Operations Management and Supervision	Business Mgmt/Admin	Operations Research Analysts (BD)
52.0301	Accounting	Finance	Financial Examiners (BD)
52.0401	Administrative Assistant and Secretarial Science, General	Business Mgmt/Admin	<ul style="list-style-type: none"> • Executive Secretaries (HSE) • Administrative Services Managers (BD)
52.0801	Finance, General	Finance	Financial Managers (BD)
44.0401	Public Administration	Govt and Public Admin	<ul style="list-style-type: none"> • Postal Service Mail Carriers (HSE) • Postmasters and Mail Superintendents (HSE)
31.0505	Kinesiology and Exercise Science	Health Science	Fitness Trainers and Aerobics Instructors (HSE)

CIP	Program Name	Career Cluster®	Associated Top Occupations (Education)
51.0000	Allied Health/Health Sciences	Health Science	Licensed Practical and Vocational Nurses (PNDA)
51.0601	Dental Assisting	Health Science	Dentists (M+)
51.0806	Physical Therapist Assistant	Health Science	<ul style="list-style-type: none"> Physical Therapist Assistants (SC-A/AA) Occupational Therapy Assistants (SC-A/AA)
51.0910	Diagnostic Medical Sonography/Sonographer and Ultrasound Technician	Health Science	<ul style="list-style-type: none"> Diagnostic Medical Sonographers (SC-A/AA) Magnetic Resonance Imaging Technologists (SC-A/AA)
51.0918	Hearing Instrument Specialist	Health Science	Hearing Aid Specialists (HSE)
51.1102	Pre-Medicine/Pre-Medical Studies	Health Science	<ul style="list-style-type: none"> Physicians and Surgeons (M+) Psychiatrists (M+) Pediatricians, General (M+)
51.1108	Pre-Optometry Studies	Health Science	Opticians, General (M+)
51.2209	Maternal and Child Health	Health Science	Pediatricians, General (M+)
12.0500	Cooking & Related Culinary Arts, General	Hospitality & Tourism	Cooks, Restaurant (NFE)
12.0503	Culinary Arts/Chef Training	Hospitality & Tourism	Cooks, Restaurant (NFE)
52.0905	Restaurant/Food Services Management	Hospitality & Tourism	Food Service Managers (HSE)
11.0205	Computer Programmer, Specific Platforms	Information Technology	Software Developers, Applications (BD)
11.0801	Web Page, Digital/Multimedia and Information Resources Design	Information Technology	Web Developers (SC-A/AA)
11.0802	Data Modeling/Warehousing and Database Administration	Information Technology	Database Administrators (BD)
11.1003	Computer and Information Systems Security	Information Technology	Information Security Analysts (BD)

CIP	Program Name	Career Cluster®	Associated Top Occupations (Education)
11.1099	Computer/Information Technology Services Administration and Management	Information Technology	Computer and Information Systems Managers (BD)
15.1203	Computer Hardware Technology/Technician	Information Technology	Computer Hardware Engineers (BD)
22.0302	Legal Assistant/Paralegal	Law & Public Safety	Paralegals and Legal Assistants (SC-A/AA)
43.0000	Law, Public Safety, and Security	Law & Public Safety	<ul style="list-style-type: none"> Supervisors of Police and Detectives (HSE) Detectives and Criminal Investigators (HSE)
43.0103	Criminal Justice/Law Enforcement Administration	Law & Public Safety	<ul style="list-style-type: none"> Supervisors of Police and Detectives (HSE) Detectives and Criminal Investigators (HSE)
43.0104	Criminal Justice/Safety Studies	Law & Public Safety	<ul style="list-style-type: none"> Supervisors of Police and Detectives (HSE) Detectives and Criminal Investigators (HSE)
43.0107	Criminal Justice/Police Science	Law & Public Safety	<ul style="list-style-type: none"> Supervisors of Police and Detectives (HSE) Detectives and Criminal Investigators (HSE)
43.0111	Criminalistics and Criminal Science	Law & Public Safety	<ul style="list-style-type: none"> Supervisors of Police and Detectives (HSE) Detectives and Criminal Investigators (HSE)
43.0202	Fire Services Administration	Law & Public Safety	Supervisors of Firefighters (PNDA)
43.0205	Fire/Arson Investigation and Prevention	Law & Public Safety	Fire Inspectors and Investigators (PNDA)
15.0613	Manufacturing Technology/Technician	Manufacturing	Industrial Production Managers (BD)
15.0903	Petroleum Technology/Technician	Manufacturing	Gas Plant Operators (HSE)
41.0303	Chemical Process Technology	Manufacturing	Chemical Plant and Systems Operators (HSE)
47.0105	Industrial Electronics Technology/Technician	Manufacturing	Industrial Machinery Mechanics (HSE)

CIP	Program Name	Career Cluster®	Associated Top Occupations (Education)
48.0703	Cabinetmaking and Millwork/Millwright	Manufacturing	Millwrights (HSE)
52.1401	Marketing/Marketing Management, General	Marketing	<ul style="list-style-type: none"> • Marketing Managers (BD) • Advertising Sales Agents (HSE)
52.1501	Real Estate	Marketing	Real Estate Sales Agents (HSE)
52.1801	Sales, Distribution, and Marketing Operations, General	Marketing	<ul style="list-style-type: none"> • Sales Representatives, Services (HSE) • Sales Managers (BD) • Advertising Sales Agents (HSE)
15.0615	Chemical Engineering Technology/Technician	STEM	Chemical Engineers (BD)
47.0605	Diesel Mechanics Technology/Technician	Transportation, D & L	Bus and Truck Mechanics and Diesel Engine Specialists (HSE)
47.0609	Avionics Maintenance Technology/Technician	Transportation, D & L	Avionics Technicians (SC-A/AA)
47.0616	Marine Maintenance/Fitter and Ship Repair Technology/Technician	Transportation, D & L	Ship Engineers (PNDA)
49.0205	Truck and Bus Driver/Commercial Vehicle Operation	Transportation, D & L	Heavy and Tractor-Trailer Truck Drivers (PNDA)
49.0206	Mobil Crane Operation/Operator	Transportation, D & L	<ul style="list-style-type: none"> • Mobile Heavy Equipment Mechanics, Except Engines (HSE) • Crane and Tower Operators (HSE) • Tank, Car, and Ship Loaders (NFE)
49.0299	Ground Transportation, Other	Transportation, D & L	Industrial Truck and Tractor Operator (NFE)
52.0203	Logistics and Materials Management	Transportation, D & L	Transportation, Storage and Distribution Managers (HSE)
52.0209	Transportation/Transportation Management	Transportation, D & L	Transportation Inspectors (HSE)

Appendix D: Methods of Administration (MOA)

The [Methods of Administration \(MOA\) program](#) ensures that all students, regardless of race, color, national origin, sex, or disability, have equal access to high-quality career and technical education programs. Through its Methods of Administration authority, the Office for Civil Rights (OCR) of the United State Department of Education (USDE) oversees the civil rights compliance programs of state agencies that administer career and technical education.

The state agencies' responsibilities under the MOA program are set out in the Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap in Vocational Education Programs ([Guidelines](#)) (Appendix B of the Title VI regulation and the Section 504 regulation, and Appendix A of the Title IX regulation).

These responsibilities, carried out by the Office of Career Readiness, include: conducting targeted compliance reviews of selected secondary and postsecondary schools that provide career and technical education; securing corrective action when civil rights violations are found; and periodically reporting civil rights activities and findings to USDE OCR.

Partnership and collaboration between OCR and the state agencies has been an important underpinning of the MOA program. To guide and assist state agencies in their civil rights compliance activities, OCR evaluates state agency compliance reports, provides individualized recommendations for improvement of state agency compliance programs, conducts an annual training conference, and provides case-specific technical assistance.

Appendix E: References

Comprehensive Local Needs Assessment (CLNA) Key Definitions

Below are a few definitions relevant to CTE programs

- **Career and Technical Education (CTE)** means organized educational activities that: offer a sequence of courses that provide individuals with the coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions; provides technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree; may include prerequisite courses (other than a remedial course) that meet the requirements of this definition; and include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, occupation-specific skills and knowledge of all aspects of an industry.
- **Course** means an organization of subject matter and related learning experiences designed to meet a career and technical education objective provided for the instruction of students as part of an approved career and technical education program or Program of Study.
- **Approved Program** means career and technical education programs and Programs of Study that are developed and implemented in accordance with *N.J.A.C. 6A:19-3.1*, Program requirements and *N.J.A.C. 6A:19-3.2*, Program approval, and *N.J.S.A. 18A:54-24*, Approval of courses of study.
- **Program of Study (POS)** means career and technical content areas that: incorporate secondary and postsecondary education elements; include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, nonduplicative progression of courses that align secondary and postsecondary education to adequately prepare students to succeed in postsecondary education; may include the opportunity for secondary students to participate in dual or concurrent enrollment programs or acquire postsecondary credit in other ways; and lead to an industry-recognized credential at the postsecondary level, or an associate or baccalaureate degree.

Comprehensive Local Needs Assessment (CLNA) Acronyms

- ACTE Association for Career and Technical Education
- CIP Classification of Instructional Programs
- CLNA Comprehensive Local Needs Assessment
- CTE Career and Technical Education
- CTSO Career and Technical Student Organization
- DVR Department of Vocational Rehabilitation
- EL English Learners
- ELA English Language Arts
- ESEA Elementary and Secondary Education Act
- ESL English as a Second Language
- ESSA Every Student Succeeds Act
- EWEG Electronic Web-Enabled Grants
- FERPA Family Education Rights Privacy Act
- GPA Grade Point Average
- LMI Labor Market Information
- NJDOE New Jersey Department of Education
- NJDOL New Jersey Department of Labor and Workforce Development
- NJSLS New Jersey Student Learning Standards
- PBAP Program Budget Activity Plan
- POS Program of Study
- SLE Student Learning Experiences
- SPED Special Education
- TSA Technical Skill Attainment
- USDOL United States Department of Labor
- WIOA Workforce Innovation and Opportunity Act

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Additional Guides and Resources

- [A Guide for Local Leaders: Maximizing Perkins V's CLNA & Local Application to Drive Equality in CTE](#)
This guide from ACTE provides an overview and guidance for the CLNA so that local leaders can utilize it as a tool for CTE program improvement.
- [A Guide for Public Participation: Tools to Generate and Obtain Public Input](#)
This toolkit from the United States Environmental Protection Agency provides several methods of gathering and documenting stakeholder feedback.
- [Policy Benchmark Tool: CTE Program of Study Approval](#)
This guide from Advance CTE provides a tool for policy evaluation. An effective process for setting priorities is modeled in this guide.

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