2025-2026

COMPREHENSIVE LOCAL NEEDS ASSESSMENT **GUIDEBOOK**

INDIANA COMMISSION for HIGHER EDUCATION

OVERVIEW

What is the Comprehensive Local Needs Assessment?

The Comprehensive Local Needs Assessment (CLNA) is a component of the Carl D. Perkins Act (Perkins V); federal legislation that oversees Career and Technical Education (CTE). The CLNA is described in Section 134 of Perkins and serves as the foundation for funding plans. It provides an opportunity for secondary and postsecondary Perkins recipients to take an in-depth look at their local CTE system to identify areas where targeted improvements can lead to increased opportunities for student success.

CTE Districts must address the following key areas:

- Labor Market Alignment
- Program of Study Size, Scope, and Quality
- Program Outcomes
- Program Access Data
- Recruitment, Retention, and Training of Faculty

Requirements of the CLNA include:

- Each eligible recipient must conduct a local needs assessment and update it every two years.
- A description of the CLNA results must be included in the Local Application.
- Funds must be used to develop, coordinate, implement, or improve CTE programs to meet the needs identified in the local needs assessment.

Why is the CLNA Important?

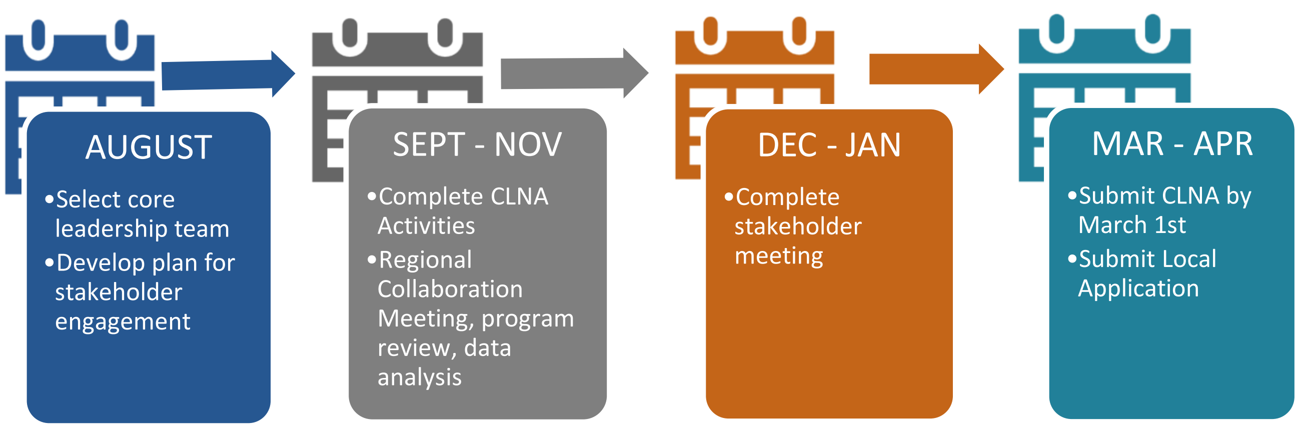
The CLNA plays a significant role in shaping how Perkins funding is utilized and what priorities are identified locally to improve CTE programming at the secondary and postsecondary levels. Through the CLNA, Secondary and postsecondary Perkins recipients have the opportunity to involve a variety of key stakeholders in the process who are critical to the success of CTE programming. Through a series of activities, recipients gather and analyze data to establish priorities and set short- and long-term goals that benefit all CTE stakeholders.

The process ensures recipients are implementing programs aligned with local workforce and economic priorities and programming is developed to ensure access and success for all learners in high-wage, high-skill, and in-demand career pathways.

At the state level, the CLNA process is a key component in improving Indiana's CTE system and achieving the goals outlined in Indiana's Perkins V State Plan. The data analysis and goal setting done through the CLNA is critical to recipients utilizing their Perkins resources and other efforts to drive towards priority outcomes identified by the state, including work-based learning participation, credential attainment, dual credit attainment, and post-program placement.

CLNA and Local Application Work Cycle

The diagram below outlines the recommended timeline to complete the CLNA activities and to submit the CLNA and the Local Application. Recipients are first encouraged to begin organizing their local leadership teams and to develop a plan for stakeholder engagement. There are five activities to complete during the fall. Once the activities have been completed, recipients are ready to utilize the information from the fall activities for their final stakeholder meeting(s) and ultimately submit the CLNA for review. The deadline for submission of the CLNA is March 1, 2026. All CLNAs will be reviewed by the state CTE team during March and will be sent back to recipients with feedback. Once CLNA feedback has been received, recipients can proceed with finalizing their Local Application during the Local Application submission window.



CLNA Process

To clarify expectations and maximize the impact of stakeholder time commitments in the CLNA process, the CTE team at the Indiana Commission for Higer Education (Commission) updated the CLNA process and online portal to decrease redundancy in submitted information and increase the usefulness of entered information.

Steps 1 and 2 involve planning and organization. Recipients will first identify a core leadership team and then develop a plan for engaging all required stakeholders. Districts are strongly encouraged to record the names/roles/contact information for all leadership team members and other stakeholders in the CLNA portal for continuity purposes should there be staff turnover during or following the CLNA process.

A series of activities have been created in Step 3 to facilitate a more structured and in-depth review of CTE elements. Step 4 will utilize the findings from Step 3 to gather stakeholder input on goals and strategies to expand and improve CTE programs.

Districts will then submit their CLNA by the March 1, 2026, deadline and use the submitted CLNA to complete their Local Application later in the spring of 2026.

Notable Updates to the CLNA for the 2025-2026 Cycle

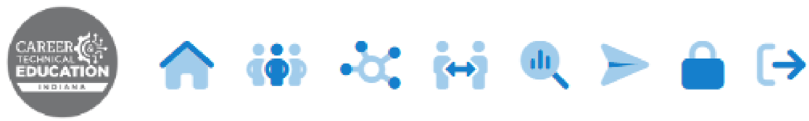
Recipients will notice some changes to the CLNA for the 2025-2026 cycle, but the activities and questions have largely remained the same or similar to the 2023-2024 CLNA. A summary of notable updates is shared below:

- Activity Focus Questions for each activity now have 3 steps:
    - *Current state, evidence, and rating*
    - *Root causes*
    - *Desired state*
- Each activity in the CLNA Portal will have a summary section to identify action steps and potential goals for inclusion in the CLNA Priority Goals.
- Step 3 activities have been numbered on the menu screen in the CLNA portal to match numbering in the guidebook.
- Activity 2 on program size, scope, and quality will now utilize a Size, Scope, and Quality Evaluation Rubric that combines aspects of the ACTE Quality Framework with the new SSQ definition set forth in the CTE State Plan in 2024.
- Activity 3 in Step 3 has been renamed to Program Outcome Analysis to further differentiate from the Performance Data Lab that is completed in Activity 4.
- Focus Questions have been edited, condensed, or removed for clarity.

<u>Getting Started</u>

Recipients will use the CLNA Plus Personality within InTERS to complete the CLNA. The Area CTE Director is the only person initially given access to the CLNA Plus portal. If a district would like to give access rights to additional individuals, please contact JVance@che.in.gov.

On the home page, there is a ribbon bar at the top of the page. Recipients can begin adding members to their Core Leadership Team and other participating stakeholders by clicking the group of people icon.



After entering these individuals who will participate in the CLNA process, districts should be ready to begin CLNA activities. The Guidebook describes each CLNA activity and the data/information needed to complete the Activity Focus Questions for each section.

A webinar on how to navigate the CLNA portal and submit the finalized CLNA will be held at the beginning of the 2025-2026 school year. It will be recorded and uploaded [here](#).

Steps to completing the Comprehensive Local Needs Assessment

Step 1: Identify and create Local Leadership Team

The first step of the CLNA process is to identify and create a Local Leadership Team. Organizing a small team of individuals is key to setting priorities and ultimately making final decisions regarding the CLNA and the Local Application.

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Who and How Many?

- Recommend 5 – 7 individuals depending on size of district
- *Recommended Secondary Members:* Directors, Assistant Directors, Counselors, Instructor(s), Board Member(s), Treasurers, Sending School Reps, Community Partner(s)
- *Recommended Postsecondary Members:* Perkins Administrator, Vice Chancellor(s), Dean(s), Department Head(s), Career and Academic Advisor(s), Community Partner(s)

NOTE:

Recipients are encouraged to list all participating stakeholders for the CLNA process in the CLNA portal for easy record-keeping and quick contact.

Responsibilities

- Lead the CLNA process for the district
- Review the details for each of the CLNA activities and the focus questions associated with each section
- Develop the stakeholder engagement plan
- Complete or facilitate CLNA activities
- Assist in the final decision-making processes for the CLNA and Local Application

TIP:

It may be helpful to identify one member of the leadership team to serve as the project manager. This individual can help to coordinate the work of the leadership team, schedule meetings, and ensure that the team meets deadlines.

Step 2: Develop stakeholder engagement plan

Perkins V requires local teams to engage a diverse group of stakeholders in completing the CLNA. Stakeholders will help develop, review, and analyze the CLNA results to support coordination across sectors.

Required Stakeholders:

- Representatives of career and technical education programs in a local educational agency (LEA) or educational service agency including teachers, career, guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and para-professionals
- Representatives of career and technical education programs at postsecondary educational institutions including faculty and administrators
- Representatives of the State Board or local workforce development boards and a range of local or regional businesses or industries
- Parents and students
- Representatives of special populations
- Representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965)
- Representatives of Indian Tribes and Tribal organizations in the State, where applicable, and
- Any other stakeholders that the eligible agency may require the eligible recipient to consult

At a minimum, required stakeholders must be present at the Stakeholder Meeting (Step 4) where they will have the opportunity to provide feedback to the leadership team on potential goals and strategies that will be included in the final CLNA submission and Local Application.

One of the biggest decisions that will be made regarding stakeholder engagement is how the CLNA Activities will be completed and who should be involved in each of these activities. There are two options:

TIPS:

- Use a variety of engagement methods. These could range from in-person meetings to virtual meetings to surveys.
- Define a clear purpose for your stakeholders.
- Develop a timeline for stakeholder engagement. Build upon existing events or meetings, local advisory boards, local workforce development boards, open houses, and/or parent teacher conferences.

Option 1: The Leadership Team completes the CLNA activities

- Advantage(s): Will help prevent silos of information by having the same group complete all of the activities.
- Disadvantage(s): Limits the quality of the feedback received from stakeholders and may be a large time commitment for core team members.

Option 2: Develop teams of stakeholders led by a Leadership Team member for the individual activities

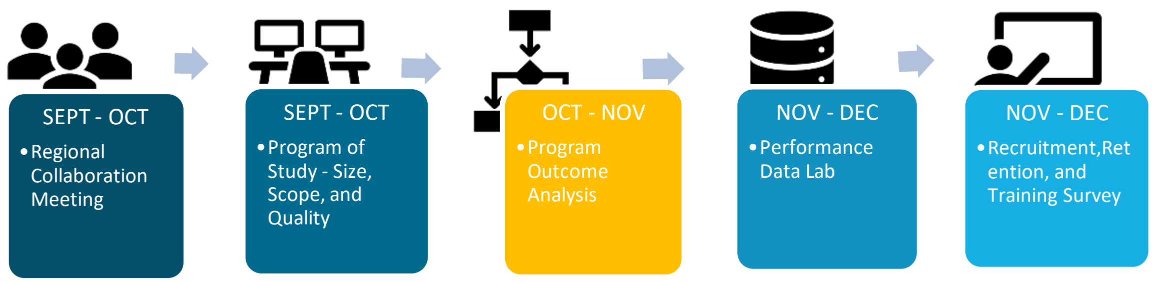
- Advantage(s): Should increase stakeholder buy-in and provide a much higher quality of feedback. It will also decrease the burden on Leadership Team members.
- Disadvantage(s): Would require more coordination and scheduling and may lead to silos of information without an intentional plan to prevent.

TIPS:

The Performance Lab (part of Step 3 activities) is an opportunity to develop an access team or committee (or utilize an existing team/committee) that can serve a primary role in a district's work around CTE program access and should continue to meet on an ongoing basis after the CLNA process concludes.

Step 3: Engage stakeholders in CLNA activities

The State CTE team at the Commission has developed a series of five activities within Step 3 that will address the six required components each district must complete as part of the CLNA process. Each activity will serve a different purpose and should provide greater structure to the CLNA process. Details and guidance steps are provided in this section of the guidebook.



The CTE team recommends districts follow the sequence that is designated in the graphic above with the understanding there may be significant overlap, and some activities will take place simultaneously.

Regional Workforce Boards will be asked to schedule the Regional Collaboration Meeting early in the process to better inform other areas of the work. Eligible recipients are encouraged to start with the Program of Study Size, Scope, and Quality activity (Activity 2 below) while waiting for the Regional Collaboration meeting to take place.

NOTE:

Providing a rating is important to help determine which gaps should be addressed through priority goals that will be included in the Local Application.

The Size, Scope, and Quality activity will provide some of the data points that should be considered as a part of the Program Outcome Analysis activity. Both activities will help inform the Performance Data Lab activity. Performance Labs will be hosted by the Commission's CTE team and held in person throughout October and November. While it is not mandatory to have completed the Size, Scope, and Quality and Program Outcome Analysis activities before the Performance Lab, it is recommended. The Recruitment, Retention, and Training activity includes creating a professional development plan that may be influenced by the results of other activities.

After the completion of each activity, eligible recipients must complete the activity summary in the CLNA portal. The summary for each activity consists of a series of focus questions, found in the [CLNA Activity Summary Workbook](), that must be answered and submitted. Leadership teams should review the focus questions before beginning each activity and be aware this aspect of the process will require a significant amount of time. **Each Focus Question response requires three parts to address.** These are discussed below.

1) **Description of the Current State with Supporting Evidence:** The recipient provides a description of how well the district is performing in the focus area utilizing quantitative and/or qualitative data to support the description provided.

    a. Suggested data/reports that provide relevant evidence to be used for each activity are provided in the CLNA portal.
    b. **Rating:** The recipient must provide a rating based on the gap between the current state and the desired state. For example: 1) little to no gap exists, 2) a minimal gap exists, 3) a somewhat significant gap exists, 4) a significant gap exists, or 5) a significant gap exists, and this is a top priority.

2) **Root Causes of the Current State:** The recipient works with relevant stakeholders to clarify the root causes behind the current state described in part 1 to better decide on potential strategies to address gaps. The response to this section should include incorporation of any relevant data collection (quantitative and/or qualitative) that was done to determine root cause(s).
3) **Description of the Desired State or Reasonable Progress Goal:** This is an opportunity for the recipient to provide a realistic description of their goals in this focus area. This response should include potential action steps the district could take to make reasonable progress.

Summary Priorities (completed once for each section): At the end of each Focus Question section recipients will be asked to write a summary of the priorities that were identified within the section responses. Entities should utilize the rankings for each question to narrow down priorities within this section. Ultimately, this step is meant for recipients to identify areas they are likely to focus on as Priority Goals within the CLNA that will then inform their Local Application.

Activity 1: Regional Collaboration Meeting

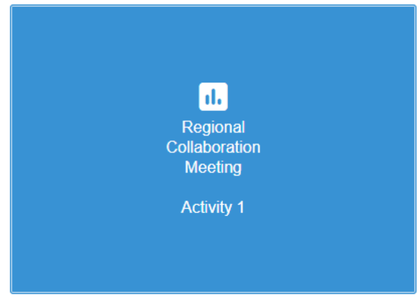
Purpose: To consider labor-market alignment data and promote regional collaboration between education, employers, and other CTE stakeholders

Recommended Facilitator: Hosted and facilitated by Regional Workforce Boards

Recommended Stakeholders: Regional Workforce Boards, Postsecondary Institutions, Secondary Schools, Industry Partners, and Community Organizations

Activity: The Regional Workforce Boards will present economic modeling data for the region along with other employer needs and trends. Education partners, postsecondary and secondary, will share a short presentation on their efforts. The presentations will be followed by discussion groups that will focus on key economic and workforce issues facing the region. District administrators and Core Leadership Team members will be responsible for completing the activity summary worksheet.

Activity Details: The workforce boards will work with the eligible recipients to determine a date, time, and meeting place. Additionally, the workforce boards should be responsible for inviting key employers/industries and community organizations to the meeting.



The secondary and postsecondary recipients are required to have at least one representative (administrator or Instructor) present but are encouraged to have multiple representatives to add value to the discussion groups. Eligible recipients may also invite key business and industry partners, but this should be coordinated with the workforce boards.

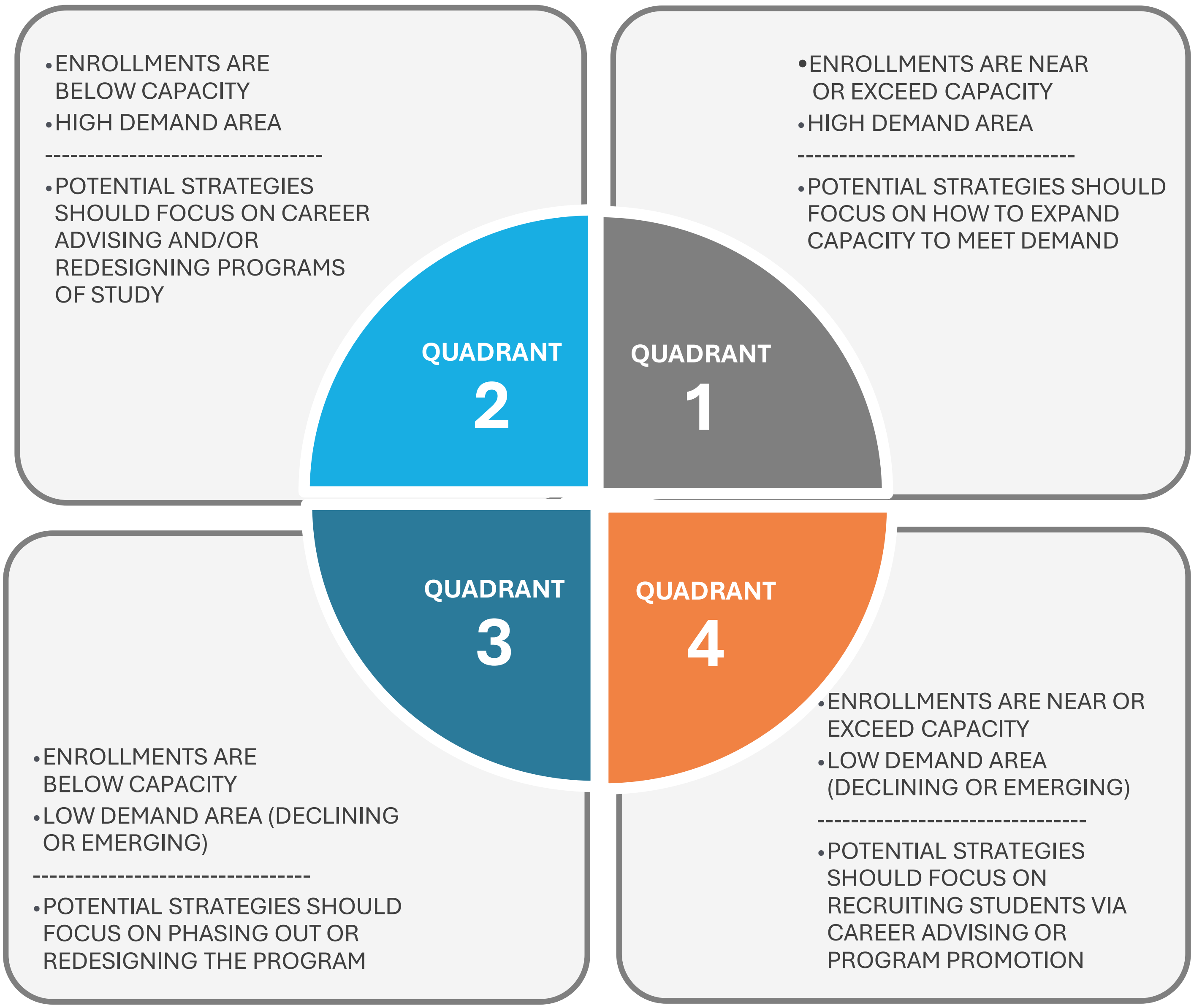
Meeting Format: The workforce board will provide a 20–30-minute introductory presentation (a presentation template will be shared with each region by the CTE team to ensure similar information is shared at each regional meeting.) Eligible recipients will have 20-30 minutes following the presentation to share information about their programs. This may take the form of a collaborative presentation or brief overviews by each recipient.

After the presentation and overviews, attendees will divide into discussion groups. Discussion groups will use 30-45 minutes to discuss various questions that have been developed by the CTE team in conjunction with eligible recipients and workforce boards.

Quadrant Exercise

After the session, eligible recipients will need to review the notes from the discussion questions and the labor market data to assign programs into quadrants. The quadrant exercise will compare enrollment capacity to the demand for each of their programs of study to inform the answers to the questions in the Regional Collaboration Summary. Some recipients may choose to complete the quadrant exercise during the Regional Collaboration Meeting.

Additional space is provided to complete this activity in the 2025-2026 CLNA Activity Summary Workbook.


•ENROLLMENTS ARE BELOW CAPACITY
•HIGH DEMAND AREA

•POTENTIAL STRATEGIES SHOULD FOCUS ON CAREER ADVISING AND/OR REDESIGNING PROGRAMS OF STUDY
•ENROLLMENTS ARE NEAR OR EXCEED CAPACITY
•HIGH DEMAND AREA

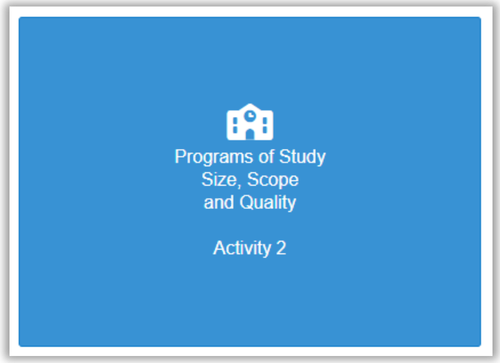
•POTENTIAL STRATEGIES SHOULD FOCUS ON HOW TO EXPAND CAPACITY TO MEET DEMAND
QUADRANT 2
QUADRANT 1
QUADRANT 3
QUADRANT 4
•ENROLLMENTS ARE NEAR OR EXCEED CAPACITY
•LOW DEMAND AREA (DECLINING OR EMERGING)

•POTENTIAL STRATEGIES SHOULD FOCUS ON RECRUITING STUDENTS VIA CAREER ADVISING OR PROGRAM PROMOTION
•ENROLLMENTS ARE BELOW CAPACITY
•LOW DEMAND AREA (DECLINING OR EMERGING)

•POTENTIAL STRATEGIES SHOULD FOCUS ON PHASING OUT OR REDESIGNING THE PROGRAM

Activity 2: Programs of Study - Size, Scope, and Quality

Purpose: To review each program of study using an evaluation rubric tool to help identify strengths and weaknesses of individual programs of study and common themes across all programs of study



Recommended Facilitator: Facilitated by individual program instructors

Recommended Stakeholders: School representatives, advisory boards, students, parents

Activity: Instructors will complete an internal assessment of each program of study offered using the NLPS Size, Scope, and Quality Evaluation Rubric. The review should include gathered student outcome data for each individual program. District administrators and Core Leadership Team members will be responsible for reviewing the results of the individual program assessments and completing the activity summary worksheet along with the instructors.

Activity Details: Instructors of individual programs are responsible for completing an internal assessment of their program using the NLPS Size, Scope, and Quality Evaluation Rubric to review the components required for size, scope, and quality of CTE programs of study. The internal assessment should, at a minimum, include stakeholders such as employers from an advisory board, as well as students.

The Size, Scope, and Quality Rubric is also available for download in the CLNA portal. Upon completion of all evaluation rubrics by instructors, recipients should upload the completed rubrics to the CLNA Portal via the Submission screen as a single PDF upload.

In addition to the evaluation rubrics, recipients are encouraged to pull data from the program quality report within the CTE Data Explorer and should focus on the last two cohorts (2023 and 2024) to complete the Summary Focus questions. Key data points to be considered include the following

- *Total # of students from each cohort who were enrolled in the program of study*
- *Total # of students from each cohort who earned concentrator status in the program of study*
- *Total # of students from each cohort who earned dual credits and the number that earned nine or more dual credits*

- *Total # of students from each cohort who earned a postsecondary credential (may want to distinguish between industry certifications and postsecondary certificates and degrees)*
- *Total # of students from each cohort who were placed after graduation (employed, enrolled in postsecondary education or advanced training, or serving in the military or a service program under the National and Community Service Act)*
- *Total # of students from each program who participated in 75+ hours of a work-based learning experience*

Once relevant data has been acquired and the evaluations have been completed and uploaded, the recipient is ready to complete the Program of Study summary in the CLNA portal.

There are five questions included in the Program of Study summary. For each question, the recipient is asked to provide a description of the current state, with evidence to support the description and a rating of the significance of the gap between the current and desired state; root causes of the current state; and a description of the desired state or a reasonable progress goal.

Related Information:

In the spring of 2024, Indiana submitted a new four-year state plan covering fiscal year 2024-2027. The plan, approved by the U.S. Department of Education in July 2024, determines goals and policies for Indiana CTE programming under the Strengthening Career and Technical Education for the 21st Century (Perkins V) Act. The Perkins State Plan outlines several goals and areas of focus for Career and Technical Education in the state of Indiana, with one of the most significant updates being definitions for size, scope, and quality for CTE programming. Below is the link to the definition utilized in the state plan (Page 33).

NOTE:

Access the Size, Scope, and Quality definition here.

Activity 3: Program Outcome Analysis

Purpose: To review program outcome data based upon persistence in CTE programming, Measures of Program Quality, and Placement

Recommended Stakeholders: Decided by the Core Leadership Team

Activity: Recipients will utilize a data analysis strategy, such as Notice and Wonder or ATLAS, to review available data. Recipients may also decide to review additional data points of their choosing. After discussing potential root causes, the activity will conclude by completing the Program Outcome Analysis Summary Worksheet.

Details: Indiana tracks and reports on all three measures of program quality (dual credit attainment, WBL participation, and credential attainment). Each indicator represents a critical measure of program quality and by tracking all three, it provides the most complete picture of the success of Indiana CTE programs. Additional information, including how each is calculated, is included in the related information for this section.

Data Points: The CLNA Portal identifies relevant data that can be utilized to complete the Focus Questions. Data reports can be downloaded from the CLNA portal by going to the Activity Focus Questions page and selecting the "Performance Data" button.

At a minimum, districts will review the last two years (23-24 SY, 24-25 SY) of data for each of the following data points:

- Persistence toward concentrator status, capstone courses, postsecondary enrollment
- Dual credits
- Credential attainment
- WBL experiences
- Placement

The data points listed above represent the most critical student outcomes for CTE. A district/campus has the option to review additional data points, such as graduation rates and academic indicators, but this data has limitations and districts are encouraged to focus on the data points outlined above.

Each recipient is expected to have a data/school improvement team or committee to review the data using a data analysis protocol. A couple of possibilities include the ATLAS protocol or the Notice and Wonder Protocol that will be modeled during the Performance Lab.

[ATLAS: Learning from Data]

Just as in the questions about program outcomes, districts are asked to consider gaps that may exist between conducting schools (shared and unshared programs) and individual programs of study if the data are available.

Related Information:

The descriptions below help to define the numerators and denominators for various data points.

Secondary Performance Indicators

Secondary CTE Participant: Any student who completes not less than one Career and Technical Education program or program of study.

Secondary CTE Concentrator: Any student who has completed at least two advanced courses in a single Career and Technical Education program or program of study. *Within NLPS, Principles courses are a required prerequisite to take the advanced courses.

Postsecondary Credential Attainment Numerator: The unduplicated number of CTE concentrators in the reporting cohort who attained a postsecondary credential related to their program of study. A postsecondary credential will be defined as a graduation pathway's eligible credential of value (industry certifications or postsecondary certificates and degrees).

Postsecondary Credit Attainment Numerator: The unduplicated number of CTE concentrators in the reporting cohort who earned at least nine (9) postsecondary credits in courses that map toward a postsecondary certificate or degree program.

Work-Based Learning Participation Numerator: The unduplicated number of CTE concentrators in the reporting cohort who participated in a WBL capstone experience related to their program of study (internship, youth apprenticeship, or registered apprenticeship program serving youth) of at least 75 hours that meets all the elements in the WBL capstone experience definition.

Placement Numerator: The unduplicated number of CTE concentrators in the reporting cohort who after two (2) quarters from graduation are employed, enrolled in further education and training, or enlisted in the military.

Performance Indicator Denominator: The unduplicated number of CTE concentrators in the reporting cohort.

The table below represents the baseline data for all secondary performance indicators prior to the submission of the FY 2024-2027 State Plan. Columns for FY 2024-2027 represent approved state performance goals for the duration of the state plan, as required by Perkins V.

Column I	***Column 2***	***Column 3***	***Column 4***	***Column 5***	***Column 6***
Secondary Indicators	***Baseline Level (3 yr avg)***	***Performance Levels (%)***			
		FY 2024	***FY 2025***	***FY 2026***	***FY 2027***
1S1: Four-Year Graduation Rate	*99.17*	*97*	*97.5*	*98*	*98.5*
1S2: Extended Graduation Rate	*99.44*	*97*	*97.5*	*98*	*98.5*
2S1: Academic Proficiency in Reading Language Arts	*55.72*	*45*	*47*	*50*	*53*
2S2: Academic Proficiency in Math	*31.31*	*25*	*27*	*30*	*33*
2S3: Academic Proficiency in Science	*36.11*	*40*	*42*	*44*	*46*
3S1: Post Program Placement	*81.26*	*87*	*89*	*91*	*93*
4S1: Non-Traditional Program Concentration	*38.34*	*42*	*44*	*46*	*48*
5S1: Program Quality- Attained a recognized postsecondary credential	*21.51*	*22*	*24*	*27*	*30*
5S2: Program Quality – Attained Postsecondary Credits	*38.38*	*39*	*40.5*	*42*	*43.5*
5S3: Program Quality – Participated in WBL	*17.14*	*20*	*23*	*26*	*30*
Column I	*Column 2*	*Column 3*	*Column 4*	*Column 5*	*Column 6*

Postsecondary Performance Indicators

Postsecondary CTE Participant: A postsecondary CTE participant is any postsecondary student who is enrolled in a designated CTE program regardless of whether they completed secondary CTE.

Postsecondary CTE Concentrator: Any postsecondary CTE participant who earns at least 12 credits within an approved CTE pathway; or has completed a postsecondary program.

Postsecondary Placement Numerator: The unduplicated number of postsecondary CTE Concentrators who are still enrolled in higher ed, employed/workforce, or military in second quarter after graduation.

Postsecondary Credential Numerator: The unduplicated number of postsecondary CTE Concentrators who earned a degree within 150 percent of the time of the length of the program.

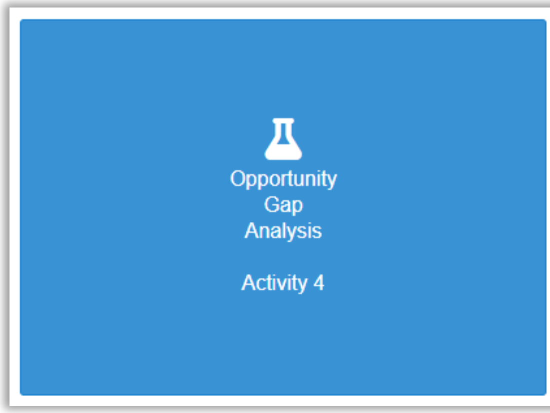
Postsecondary Non-Traditional Numerator: The unduplicated number of concentrators who meet the definition for non-traditional students.

The table below represents the baseline data for all postsecondary performance indicators prior to the submission of the FY 2024-2027 State Plan. Columns for FY 2024-2027 represent approved state performance goals for the duration of the state plan, as required by Perkins V.

Column I	*Column 2*	*Column 3*	*Column 4*	*Column 5*	*Column 6*
Postsecondary Indicators	***Baseline Level (3 yr avg)***	***Performance Levels (%)***			
		FY 2024	***FY 2025***	***FY 2026***	***FY 2027***
1P1: Post Program Placement	***61.71 New calc***	***64 New calc***	*67*	*70*	*73*
2P1: Earned Recognized Postsecondary Credential	***48.16 New calc-***	***50 New calc***	*52*	*55*	*58*
3P1: Non-Traditional Program Concentration	*25.78*	*27*	*29*	*31*	*33*

Activity 4: Performance Data Lab (Opportunity Gap Analysis)

Purpose: To have districts take a deep dive into disaggregated student data focused on enrollments, persistence in CTE programming, Measures of Program Quality, and Placement to identify and improve student performance gaps



Stakeholders: Districts are strongly encouraged to identify a "Performance Data Team" to participate in the lab and to lead efforts to improve access to CTE programming for all students.

Activity: Districts' teams will be asked to participate in an in-person lab led by CTE staff. The lab will include an overview of access in relation to CTE. Individual teams will take a deep dive into disaggregated performance data using the Notice and Wonder protocol. The observations and identified root causes from the deep dive will be used to complete activities in the Performance Data Lab Workbook which will identify strategies to address any potential gaps.

Details:

Background - Ensuring access is a point of emphasis in the Strengthening Career and Technical Education for the 21st Century Act (Perkins V). Perkins V requires recipients to address CTE program access as part of the Comprehensive Local Needs Assessment (CLNA) and encourages them to focus on strategies to improve or reduce performance gaps for students who are members of special populations (as identified in Perkins legislation).

Overview – Performance Labs utilize a team of local stakeholders to analyze state and local data to ensure all students have meaningful access and the opportunity to succeed in high-quality CTE programs. Results of the lab will be utilized to complete the CLNA, assist with the strategic planning for and completion of the Local Application, and serve as a starting point for ongoing efforts and goal setting to ensure access to high-quality CTE programming.

Process - Prior to the lab, districts are encouraged to complete Activity 2 and 3 of the CLNA process. This will allow districts to begin identifying gaps within programs that may be a priority for the district to address. Additionally, districts will be provided student-level data that will be used in a series of facilitated activities to identify and plan for improved program availability, delivery, and outcomes. These activities include:

1) **Access in CTE Overview** – An overview of how access applies to CTE will be shared to help participants identify where challenges may exist and gain a better understanding of the factors that may impact students' access to opportunities to succeed in CTE programs.
2) **Data Analysis & Identifying Performance Gaps** – Using a data analysis protocol, participants will share key observations about data that focus on access, enrollment, persistence, and student outcomes to identify gaps or areas for growth that will be explored in the following session.
3) **Root Cause Analysis** – Teams will have the opportunity to expound on gaps discovered in the previous activity to analyze the impact on students and to identify possible root causes.
4) **Goal-Setting** – The final part of the lab will allow participants to utilize the knowledge and understandings they have gained throughout the session to create solutions and set goals that meet the needs of their students and move toward the goal of improving access to their CTE programs.

The lab will likely only provide enough time to look at a few data points required for the CLNA. District teams may need to conduct future internal meetings to look at additional data points and maximize the impact of the activities conducted during the Performance Data Lab.

Schools will review the most recent available data for the following data points. The data for these points will be included in the performance data area of the CLNA portal or will be provided in advance of the Performance Data Lab.

- CTE Enrollments vs Overall School Enrollments
- Enrollments by High, Moderate, and Less than Moderate value course funding categories
- CTE Participation vs CTE Concentrator Status
- CTE Dual Credit Completion
- CTE Postsecondary Credential Completion
- Placement
- WBL participation

Activity 5: Recruitment, Retention, and Training

Purpose: Districts will gather data regarding recruitment, retention, and training efforts to develop a strategic plan that meets the needs of the district.

Stakeholders: District Administrators and Instructors

Activity: Districts will gather data on recruitment, retention, and training efforts through a survey created by the CTE team. The leadership team will be responsible for completing the activity summary worksheet which should develop potential strategies/activities that will improve recruitment and retention efforts along with a specific professional development plan for the district's instructors and personnel.

Details: The first step in this process is to complete the data gathering survey around recruitment, retention, and training. The survey is available on the CLNA portal under "Recruitment, Retention, and Training Activity." Following the completion of the survey, recipients can choose to complete a SWOT Analysis described below.

NOTE:

Recipients will be required to submit a detailed professional development plan as a part of their Local Application.

OPTIONAL ACTIVITY - SWOT Analysis

After completing the data-gathering survey, districts will be ready to complete a SWOT Analysis that focuses on their recruitment, retention, and professional development efforts. This can be a valuable activity to synthesize the results of the recruitment, retention, and training survey. A few tips to get started:

- Keep the responses to the focus questions on the summary worksheets in mind as you are completing your SWOT analysis. Pay close attention to the first focus question regarding Labor Market Alignment and the second focus question from Program of Study Size, Scope, and Quality.
- View Strengths and Weaknesses as internal factors that the school has control over and think of Opportunities and Threats as external factors that are outside of its control. Even though Opportunities and Threats are outside control, they are the most actionable portions. Opportunities should provide possible targets of which to take advantage. Consider what steps could protect against Threats.
- Keep the process simple. SWOT analyses are essentially an informed brainstorming session and do not require a lot of time to complete. It is encouraged to have participants write down their thoughts and ideas on sticky notes. After giving participants 10 minutes or so to create the sticky notes, have groups categorize and group common thoughts. After this process, have the group rank the priorities to help develop a focused plan.

TIP:

Click HERE for tips and examples of how to complete a SWOT analysis.

Step 4: Stakeholder Meeting – Present findings, set priorities

The stakeholder meeting should take place following the completion of the previous activities listed in the guidebook. There are opportunities for stakeholders to participate in many of the CLNA activities, in which case this meeting should serve as an opportunity to reflect on the previous activities and make decisions on the priorities/goals that will be chosen for the CLNA and ultimately, the Local Application. A possible agenda for this meeting is outlined below. A PowerPoint template will be sent out to Perkins recipients to help guide the stakeholder meeting.

Sample Stakeholder Meeting Agenda

I. *Welcome and Introductions*

II. *Why are you here?*
   a. *Perkins V*
   b. *CLNA*

III. *Discussion Topics/Activity Summaries*
   a. *5 Discussion Topics 15-20 minutes long – For each discussion topic, the facilitator or organizer of the activities shares an overview of the activity, highlights the significant gaps that were identified as a part of the process, and shares the recommended goals and strategies.*
   b. *Stakeholders should have the opportunity to respond to the presenter by:*
      i. *Being able to ask clarifying questions*
      ii. *Sharing what they like*
      iii. *Sharing any wonders or suggestions for improving the goal or the strategies*
   c. *Record the group's consensus around goals and strategies to be used in the next activity.*

IV. *Determining Priorities and Strategies*
   a. *Participants should have the opportunity to rank or prioritize the goals and then the strategies in the best position to accomplish the goal. One possible option is to allow participants 5-10 dots so that they can vote for the highest priority goals. After determining goals, they should also consider the strategies associated with the goals.*
   b. *Final priority goals should be written using the SMART (Specific, Measurable, Achievable, Relevant, Time-bound) format. Find more information on writing SMART goals here.*

Step 5: Submit CLNA for review by March 1, 2026

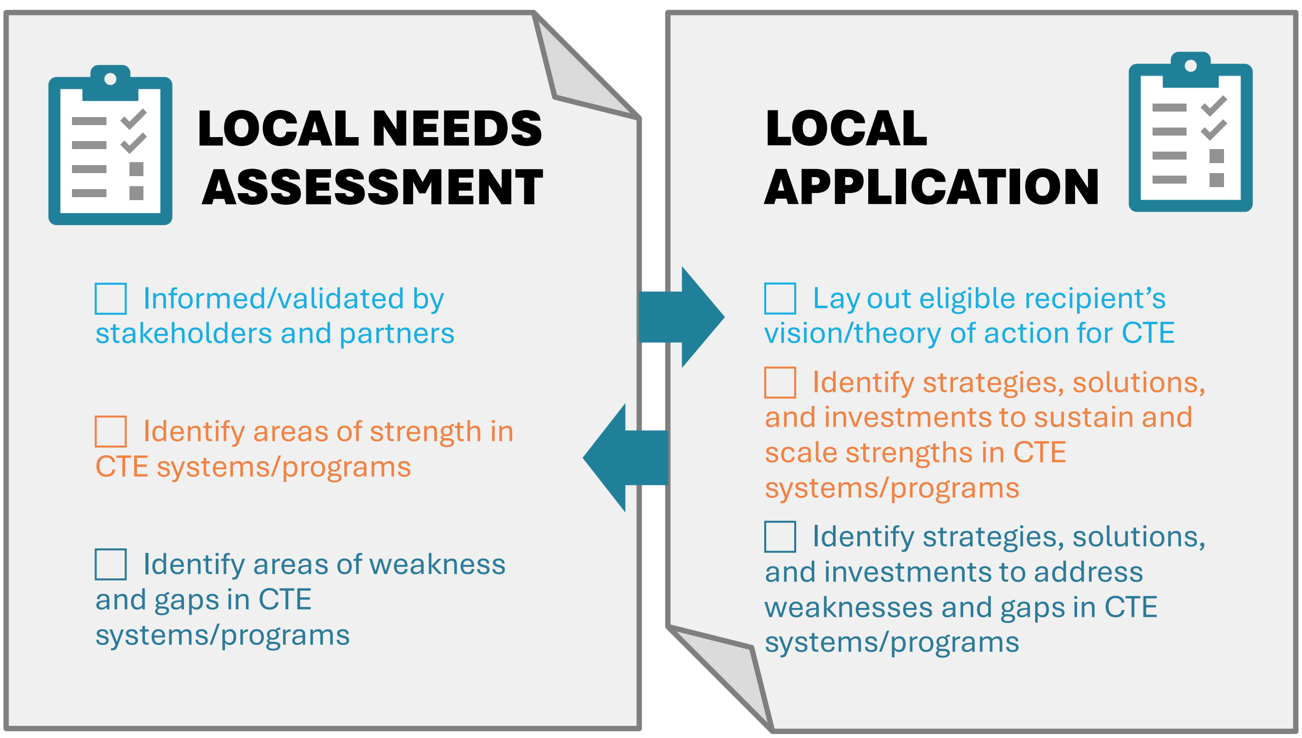
Recipients will use the CLNA portal in InTERS to submit responses to focus questions, identify stakeholder lists, and upload any supporting documentation. The deadline to submit the CLNA is March 1, 2026. The CLNA portal can be accessed by going to the Indy Grants log in site.

Once submitted, CTE staff will review the CLNA to ensure all requirements have been met and to provide suggestions or ask for additional information. Once CLNA feedback has been received, the recipient is ready to submit their Local Application.

Step 6: Complete and Submit Local Application

The CLNA is intended to work in tandem with the Local Application to help recipients better align their planning, spending, and accountability through data-informed practices. The Local Application is the formal plan submitted by eligible recipients that outlines how Perkins funds will be used to improve and support CTE programs. Every section of the Local Application must be a response to findings in the CLNA and directly reflect the needs and gaps identified. Together, these components ensure federal Perkins funds are used strategically and in alignment with regional and student needs.

Following the deadline for recipients to submit their CLNA, all CLNAs will be reviewed by the state's CTE team. Once recipients have received feedback on their CLNA, they will be able to proceed with submitting their Local Application. Additional information regarding the Local Application will be shared later in the CLNA process.



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