

**MONTANA PERKINS V
COMPREHENSIVE LOCAL NEEDS ASSESSMENT
UPDATE WORKSHEETS
2024-2027**



PART A: EVALUATION OF STUDENT PERFORMANCE

Use the prompts on this worksheet to evaluate how your district’s CTE programs support and improve student performance on ESEA and Perkins measures. Address those statements and questions that provide the best and most relevant feedback to your district. **For detailed instructions on completing this section, please see: [Student Performance](#).**

Consider the following statements, identify those that best match your district, and choose the most appropriate response.

1— This area needs major improvement. 2— This area needs some improvement. 3— This is satisfactory. 4—This is a Strength.

	Rating				Briefly list strengths and/or areas of focus for improvement.	Indicate evidence reviewed.
	1	2	3	4		
Students in each CTE program perform acceptably on federal accountability indicators in comparison to non-CTE students.						
Students from special populations perform acceptably in each CTE program.						
Students from different genders, races, and ethnicities perform acceptably in each CTE program.						
Performance gaps exist between subgroups of students.						
There are CTE programs where special populations are performing above average.						
There are CTE programs where special populations are performing below average.						
<i>Secondary:</i> Review the number of CTE concentrators from the previous year. Use this number as the numerator and the total senior graduating class as the denominator. What percent of the class are concentrators? (< 50%- strength; 35-49%- satisfactory; 10-34%-needs some improvement; 0-9%- needs major improvement)						

Further questions to consider: Which student groups are struggling the most in CTE programs? Which CTE programs overall have the highest outcomes, and which has the lowest? Is there a trend across all CTE programs? What are the potential root causes of inequities in performance in each CTE program?

Summarize your findings here:

PART B-1: EVALUATION OF SIZE, SCOPE AND QUALITY

Use the prompts on this worksheet to evaluate the Size, Scope, and Quality of your district’s CTE programs. Address those statements and questions that provide the best and most relevant feedback to your district.

For detailed instructions on completing this section, please see: [Size, Scope & Quality](#)

Consider the following statements, identify those that best match your district, and choose the most appropriate response.

1— This area needs major improvement. 2— This area needs some improvement. 3— This is satisfactory. 4—This is a Strength.

	Rating				Briefly list strengths and/or areas of focus for improvement.	Indicate evidence reviewed.
	1	2	3	4		
The district offers programs in which students choose to enroll.						
The district offers enough courses, and course sections, within programs.						
All students who wish to access district CTE programs can do so.						
Students can complete each program of study in a normal four-year high school tenure.						
Programs are aligned to rigorous standards developed by a relevant third party or by the state.						
Programs are strongly aligned to post-secondary and local business/industry requirements.						
Programs develop a robust skill set in students.						

Further questions to consider:

- Does the district offer programs with too low an enrollment to justify the costs in offering those programs?
- What populations of students are and are not accepted into programs? What are some of the reasons?
- Do some programs offer more opportunities for skill development than others, both in the classroom and through extended learning experiences?
- How do specific program areas compare in quality?
- How do specific components of programs, such as work-based learning or instruction, compare in quality?

Summarize your findings here:

PART B-2: EVALUATION OF LABOR MARKET ALIGNMENT

Use the prompts on this worksheet to determine how well your district’s CTE programs are aligned to local, regional, and state labor demands. Address those statements and questions that provide the best and most relevant feedback to your district.

For detailed instructions on completing this section, please see: [Labor Market Alignment](#)

Consider the following statements, identify those that best match your district, and choose the most appropriate response.

1— This area needs major improvement. 2— This area needs some improvement. 3— This is satisfactory. 4—This is a Strength.

	Rating				Briefly list strengths and/or areas of focus for improvement.	Indicate evidence reviewed.
	1	2	3	4		
Programs are aligned to projected industry demand.						
The district has policies in place to respond to changes in the labor market and develop new, or refine existing, CTE programs.						
Industry partners indicate that students graduate ready to enter high-skill, in-demand, and high-wage industries without remediation.						
Programs graduate employees that thrive in the workplace						
Programs provide opportunities for students with disabilities, English-language learners, or other special populations to access the local labor market.						

Further questions to consider:

- What are the highest projected growth industries in the region/state? What occupations are part of that industry?
- How do CTE program enrollments match projected job openings? Where are the biggest gaps?
- What are the emerging occupations, and are programs available for students in those areas?

Summarize your findings here:

PART C: EVALUATION OF PROGRESS TOWARD IMPLEMENTING CTE PROGRAMS/PROGRAMS OF STUDY

Use the prompts on this worksheet to determine how well your district’s CTE programs are implemented with fidelity and aligned to post-secondary options. Address those statements and questions that provide the best and most relevant feedback to your district.

For detailed instructions on completing this section, please see: [Implementing Programs of Study](#)

Consider the following statements, identify those that best match your district, and choose the most appropriate response.

1— This area needs major improvement. 2— This area needs some improvement. 3— This is satisfactory. 4—This is a Strength.

	Rating				Briefly list strengths and/or areas of focus for improvement.	Indicate evidence reviewed.
	1	2	3	4		
Programs are fully aligned and articulated across secondary and post-secondary education.						
Programs incorporate relevant academic, technical and employability skills at every learner level.						
Students can earn dual credit through participation in programs.						
Students in programs of study have multiple entry and exit points.						
<i>Secondary:</i> Post-program Placement Indicator meets the state negotiated level.						

Further questions to consider:

- Are students being retained in the same program of study?
- What is the role of secondary and post-secondary partners in the current program of study design and delivery?
- What is the role of business and industry partners in the current program of study development and delivery?

Summarize your findings here:

PART D: EVALUATION OF RECRUITMENT, RETENTION AND TRAINING OF CTE EDUCATORS

Use the prompts on this worksheet to analyze your district’s strategies for attracting and keeping qualified CTE instructors, and its policies and procedures for professional development planning. Address those statements and questions that provide the best and most relevant feedback to your district.

For detailed instructions on completing this section, please see: [Recruitment, Retention and Training of CTE Educators](#)

Consider the following statements, identify those that best match your district, and choose the most appropriate response.

1— This area needs major improvement. 2— This area needs some improvement. 3— This is satisfactory. 4—This is a Strength.

	Rating				Briefly list strengths and/or areas of focus for improvement.	Indicate evidence reviewed.
	1	2	3	4		
The district’s CTE staff reflects the demographic makeup of the student body.						
There are processes in place to recruit new CTE educators.						
The district has onboarding processes in place to bring new professionals into the system.						
All educators teaching in programs are adequately credentialed.						
Regular, substantive, and effective professional development is offered around CTE, academic, and technical instruction based on identified need.						
There is a process to develop or recruit CTE instructors from existing staff.						

Further questions to consider:

- Are onboarding processes efficient and effective, especially for educators coming from industry?
- What has been the impact on mentoring and onboarding processes for new instructors, especially instructors coming from industry?
- What professional development offerings are most highly rated by participant staff? Does this differ when looking at different factors such as length of time in position, certification, career area, etc.?
- In what CTE subject areas are more educators needed?

Summarize your findings here:

PART E: EVALUATION OF PROGRESS TOWARDS IMPROVING EQUITY AND ACCESS

Use the prompts on this worksheet to investigate the steps your district is taking toward equitable access and inclusion in CTE programs. Address those statements and questions that provide the best and most relevant feedback to your district.

For detailed instructions on completing this section, please see: [Improving Equity & Access](#)

Consider the following statements, identify those that best match your district, and choose the most appropriate response.

1—This area needs major improvement. 2—This area needs some improvement. 3—This is satisfactory. 4—This is a Strength.

	Rating				Briefly list strengths and/or areas of focus for improvement.	Indicate evidence reviewed.
	1	2	3	4		
The district provides equal access to all CTE programs for all Perkins subpopulations.						
There are no enrollment discrepancies for students from special populations in programs that lead to high- wage, high-skill and in-demand occupations.						
Processes are in place to encourage all students to complete programs.						
The district actively addresses potential barriers that might prevent special populations from participating in, performing in, and/or completing programs.						
Accommodations, modifications, and supportive services are provided to CTE students as required.						
The district actively recruits to encourage special population students to enroll in high quality CTE programs.						

Further questions to consider:

- Which population groups are underrepresented in your CTE programs overall? Which program area? Which are over-represented?
- What is the difference between participant and concentrator data for each special population?
- Which accommodations, modifications, and supportive services are most effective? Which are underutilized?
- Which recruiting efforts for special populations seem to be most effective? Which seem to produce little effect?

Summarize your findings here:

PART F: EVALUATION OF PERFORMANCE MEASURES

As part of your comprehensive needs assessment, it is important to include a review of your performance measures. Recipients must use this form to review levels of performance. **Recipients must identify and address any disparities or gaps in performance among population subgroups** [§134(b)(9)]. In the space provided, please complete the rating for each performance measure.

Table 1: For Secondary LEA's Only

Rating	Met	Not Met	Not Met Three consecutive years	Any disparities or gaps in performance among population subgroups? Briefly list your primary areas of focus
Performance Measure 1S1: Four-year Graduation Cohort rate				
Performance Measure 1S2: Extended graduation rate				
Performance Measure 2S1: Academic Proficiency in Reading/Language Arts				
Performance Measure 2S2: Academic Proficiency in Mathematics				
Performance Measure 2S3: Academic Proficiency in Science				
Performance Measure 3S1: Post-Program Placement				
Performance Measure 4S1: Nontraditional Program Concentrator				
Performance Measure 5S2: Attained Post-secondary Credits (Dual enrollment)				
Performance Measure 5S3: Participated in Work-based Learning				

School District:	
Authorized Representative:	
Date of Submission:	

Process Worksheet 1:

Based on new information and available updated data (including labor market, CTE program, and student), has anything significantly impacted the Identified Needs outlined in the original CLNA in the following areas?

Section of CLNA	Significant Impact on Identified Needs?	Details of Impact
1: Student Performance	<input type="checkbox"/> Yes <input type="checkbox"/> No	
2: Size, Scope, and Quality	<input type="checkbox"/> Yes <input type="checkbox"/> No	
3: Labor Market Alignment	<input type="checkbox"/> Yes <input type="checkbox"/> No	

CARL PERKINS CLNA UPDATE WORKSHEETS

4: Progress Toward Implementing CTE Programs/Programs of Study	<input type="checkbox"/> Yes <input type="checkbox"/> No	
5: Recruitment, Retention, and Training of CTE Faculty and Staff	<input type="checkbox"/> Yes <input type="checkbox"/> No	
6: Progress Toward Improving Equity and Access	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Process Worksheet 2:

Are the strategies outlined in the original CLNA still relevant? Do any need to be updated? If so, please provide updated strategies and relevant activities.

Section of CLNA	Strategies Still Relevant?	Updated activities and strategies if available
1: Student Performance	<input type="checkbox"/> Yes <input type="checkbox"/> No	
2: Size, Scope and Quality	<input type="checkbox"/> Yes <input type="checkbox"/> No	
3: Labor Market Alignment	<input type="checkbox"/> Yes <input type="checkbox"/> No	
4: Progress Toward Implementing CTE Programs/Programs of Study	<input type="checkbox"/> Yes <input type="checkbox"/> No	
5: Recruitment, Retention, and Training of CTE Faculty and Staff	<input type="checkbox"/> Yes <input type="checkbox"/> No	
6: Progress Toward Improving Equity and Access	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Summary Questions:

Summary Questions for EGrants
<p>1: Please explain how your district will address disparities gaps in performance between gender, race and ethnicity, and special populations of students over the next two years. What did your district do to minimize disparities? How does this tie into the district Integrated Strategic Action Plan?</p>
<p>2: Please explain how your district provided activities to 1) prepare special populations for high-skill, high-wage, and in-demand occupations; 2) provided equal access for all special populations to MT Career Pathways; and 3) ensured members of special populations will not be discriminated against</p>

3: Have your labor market needs stayed the same or changed over the past year? How have these needs been tracked?
4. Explain how you provided career exploration and career guidance.
5: Please explain how your district worked with the community to develop and offer work-based learning opportunities and course credits.
6: List the Pathway(s) you will be continuing as well as any new Pathway(s) in development.

CARL PERKINS CLNA SUMMARY QUESTIONS

7: Please explain how you provided CTE students with the opportunity to gain postsecondary credit and in what courses while in high school. If students did not have the opportunity to gain postsecondary credit, please explain why.

--

8: List all Industry Recognized Credentials that CTE students earned in their Career Pathways

--

9: How is Perkins being used to for recruitment, retention and/or professional development for CTE teachers, administrators, or CTE instructional support personnel?

--

VERIFICATION OF REQUIRED STAKEHOLDER PARTICIPANTS

School District:	
Authorized Representative:	
High School Administrator	
Secondary CTE Program Representatives: teachers, career coaches, advisory professionals.	
Post-Secondary CTE Program Representatives: teachers, career coaches, advisory professionals.	
Other Teacher or support personnel	
Representatives of Regional Economic Development Organizations	
Business and Industry	
Parents and students	
Representatives of Special Populations	
Representatives of regional or local agencies serving out of school youth, homeless or at- risk youth.	
Representative of Tribes or Tribal Organizations	
Other	