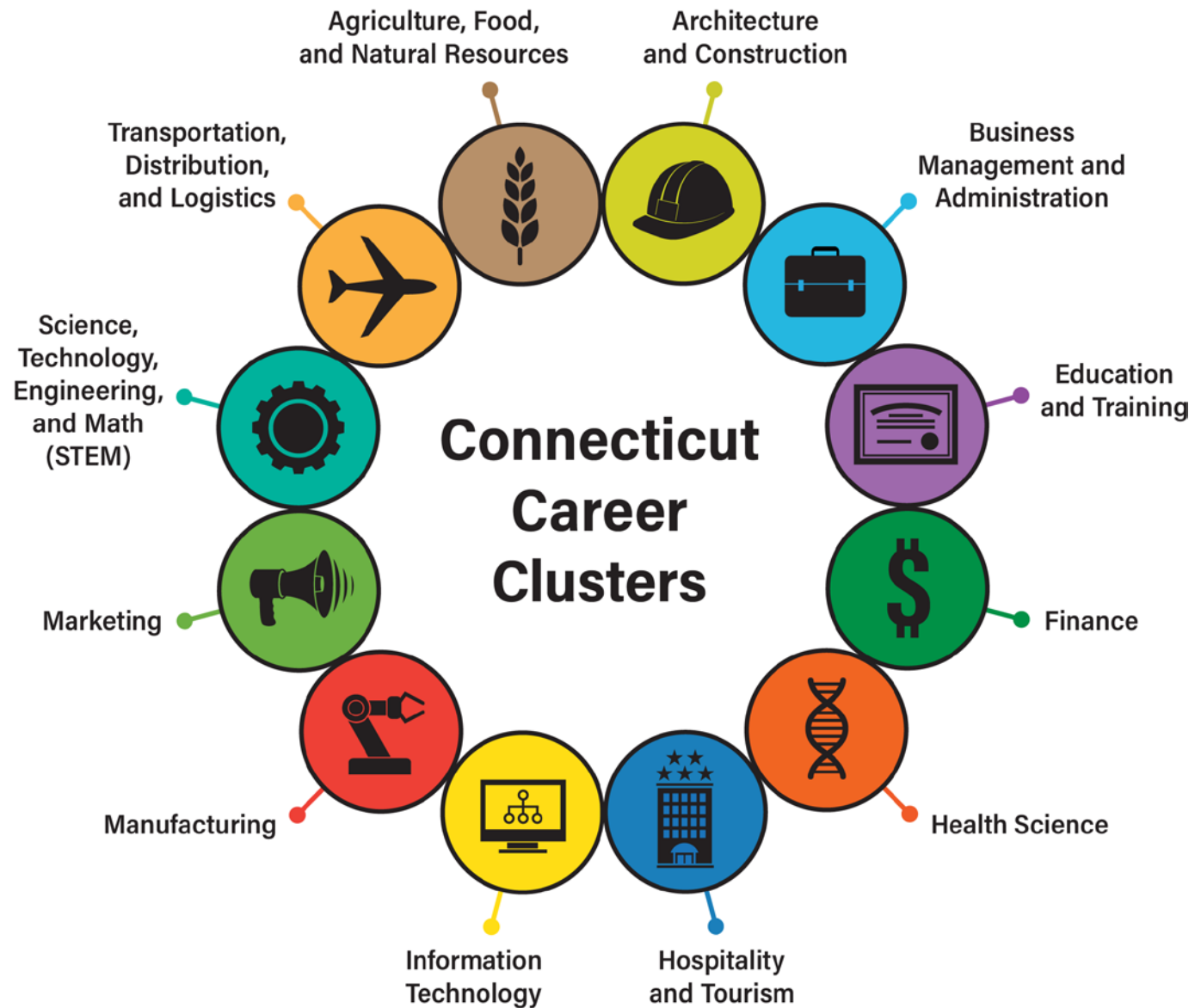




CONNECTICUT STATE DEPARTMENT OF EDUCATION

CLNA Update Process: Revisiting, Reflecting, Reviewing, and Revising

December 17, 2021





The CLNA Process: Revisiting and Reflecting



The CLNA Process

Section 134(c) of Perkins V outlines specific requirements regarding the CLNA. Secondary and postsecondary eligible recipients must include the following steps in the CLNA process:

1. Organize group of stakeholders.
2. Analyze student data.
3. Analyze labor market data.
4. Evaluate current CTE programs.
5. Create strategies and actionable activities.



Postsecondary Process

As a region, community colleges shall analyze regional data and create strategies that benefit the region as a whole. Below is a list of the three regions and the corresponding community colleges.

- Capital-East Region
 - Capital Community College
 - Manchester Community College
 - Middlesex Community College
 - Quinebaug Valley Community College
 - Three Rivers Community College
- North-West Region
 - Asnuntuck Community College
 - Naugatuck Valley Community College
 - Northwestern Community College
 - Tunxis Community College
- Shoreline-West Region
 - Gateway Community College
 - Housatonic Community College
 - Norwalk Community College



Step One: Organize Stakeholders

Perkins V requires eligible recipients to conduct a CLNA involving a diverse body of stakeholders, including, at a minimum representatives of:

- CTE programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals;
- CTE programs at postsecondary educational institutions, including faculty and administrators;
- Connecticut workforce development boards and a range of local or regional businesses or industries;
- parents and students;
- special populations;
- regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth; and
- Indian Tribes and Tribal organizations in the State, where applicable



Step One CLNA Update: Revisit and Reflect

- Who have we included previously in our CLNA consultation process?
- Which stakeholders should we include now and/or add as we conduct this update?
- How many meetings and what type (e.g., virtual, in-person) are necessary?



Step Two: Secondary Analysis of Student Data

Eligible recipients and their stakeholder group must evaluate student levels of performance, including an evaluation of performance for special populations and each subgroup. The following are the Secondary indicators:

- 1S1: Four-Year Graduation Rate
- 2S1: Academic Proficiency in Reading/Language Arts
- 2S2: Academic Proficiency in Mathematics
- 2S3: Academic Proficiency in Science
- 3S1: Postsecondary Placement
- 4S1: Nontraditional Program Concentration
- 5S3: Program Quality – Participated in Work-Based Learning



Step Two: Postsecondary Analysis of Student Data

Eligible recipients and their stakeholder group must evaluate student levels of performance, including an evaluation of performance for special populations and each subgroup. The following are the Postsecondary indicators:

- 1P1: Postsecondary Placement
- 2P1: Earned Recognized Postsecondary Credential
- 3P1: Nontraditional Program Concentration



Step Two CLNA Update: Revisit and Reflect

- Which performance accountability indicator targets are being met?
- Which student groups are struggling the most in our programs? Which programs or program elements are the least accessible to particular student groups?
- What have been and are currently the potential root causes of inequities in our CTE system? Which of these root causes were addressed immediately? Which ones needed a more comprehensive long-term plan? Does this plan need to be revised?
- How are our learners from each special population performing in comparison to students without identified needs at the career cluster and program levels, particularly in programs leading to high-skill, high-wage, or in-demand industry sectors or occupations?



Step Three: Analyze Market Data

Perkins V requires eligible recipients and their stakeholder groups to analyze labor market data and evaluate the alignment between CTE programs offered and the labor market needs of the local area, state and/or region — now and in the future.



Step Three CLNA Update: Revisit and Reflect

- What state and local Labor Market sources did we utilize previously? Will we utilize these data during this updated CLNA process (e.g., CT-DOL statistics, O*NET, etc.)?
- How is our CTE program aligned to state and local labor market needs? Are changes necessary based on the new data? Which programs/courses should be developed, supported, or phased-out?



Step Four: Evaluate Current Programs

Perkins V requires eligible recipients and their stakeholder groups to analyze the strategies and actionable activities created in previous CLNA process and evaluate whether their current CTE programs meet Connecticut's definition of size, scope, and quality.

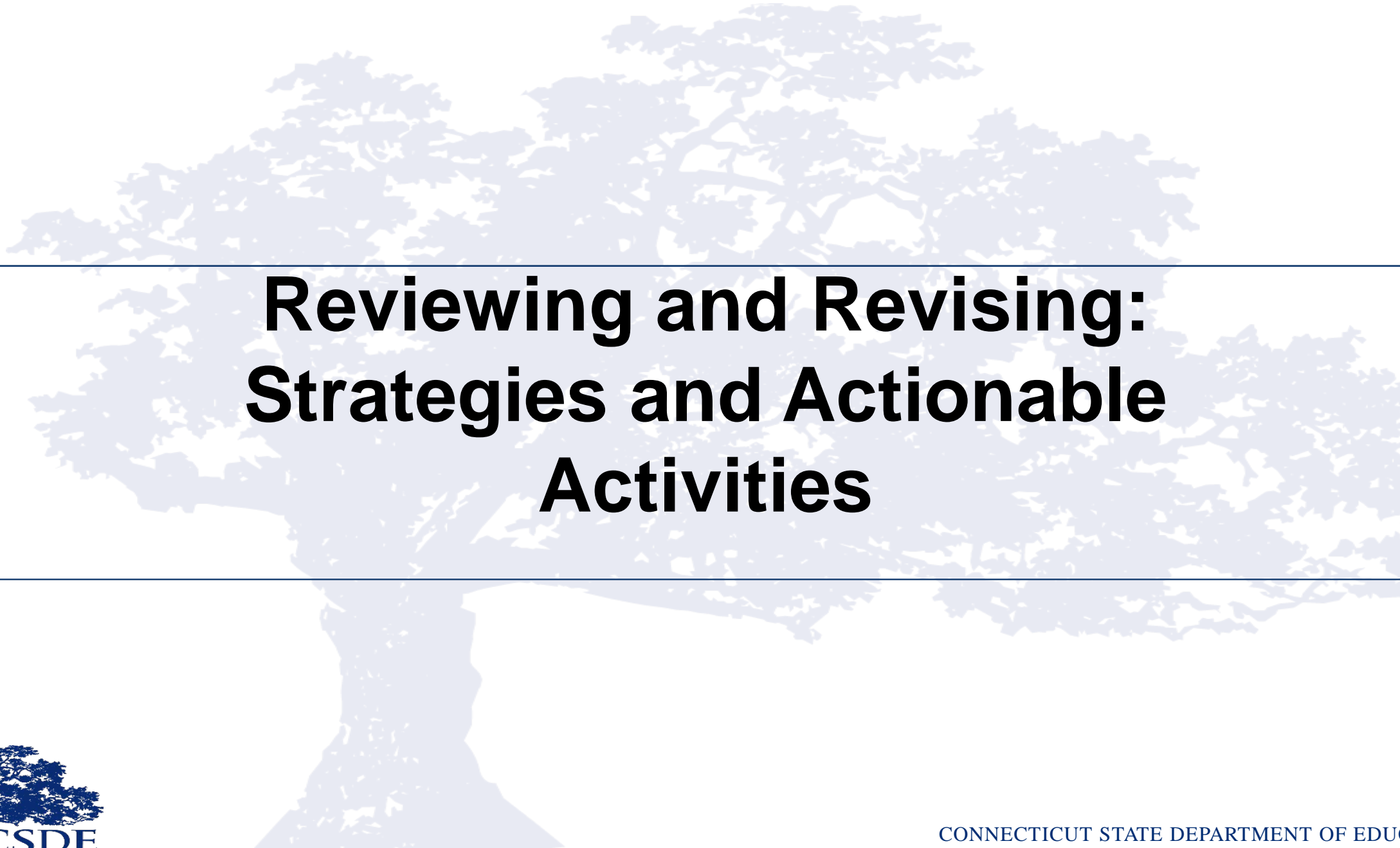


Step Four CLNA Update: Revisit and Reflect

How will we continue and/or expand:

- postsecondary dual or concurrent programs?
- opportunities to earn an industry-recognized credential?
- work-based learning experiences?
- involvement of secondary partners, postsecondary partners, and employer/industry partners in the development, implementation, and phasing out/closure of CTE programs?
- supports for learners who represent special populations?





Reviewing and Revising: Strategies and Actionable Activities



CLNA Update Document

Connecticut Perkins V Comprehensive Local Needs Assessment (CLNA) Update

Name of Local Eligible Recipient: _____

Individual Completing Form: _____ Email: _____

Date(s) of CLNA Update mandatory meeting(s): _____

Expanded group of mandatory stakeholders included: _____ yes _____ no

Instructions: Using bulleted formatting, please complete the following sections:

I. Alignment to local labor market needs (analyze local labor market data, cite sources)

II. Size, scope and quality of programs offered (goals, strategies, and actionable activities)

III. Progress toward implementing programs of study (goals, strategies, and actionable activities)

IV. Progress on federal accountability indicators (goals, strategies, and actionable activities)

V. Progress on improving access and equity (goals, strategies, and actionable activities)

VI. Progress on Recruitment, Retention, and Training of Faculty and Staff (goals, strategies, and actionable activities)

2021-22 CLNA Update Timeline

- CLNA Update Template must be submitted within the Perkins Budget Modification window and no later than May 2, 2022.
- CLNA Update documents must be posted in eGMS to the “Related Documents” section.
 - If you do not have budget modifications, you will still be required to post CLNA Update documents to eGMS.
 - Postsecondary may submit one CLNA template document that captures the work of the Postsecondary Region.

Sample CLNA Update Document

For purposes of this Webinar we created a fictitious district called “Candlewood” and you will see references to Candlewood throughout the rest of these slides.

Size, Scope, and Quality

Goal for 2020-21:

Grow Hospitality & Tourism Career Cluster/Restaurant, Food, Services and Beverages/Based on LMI for the need for Catering and Banquet Managers in our WIB

Strategies and Actionable Activities Implemented in 2020-21:

- Added course 16055: Restaurant Management and Operations
- Embedded ServSafe IRC into Culinary I curriculum
- Articulated Advanced Culinary III with Candlewood Lake Community College CCP program
- Placed 4 students in paid CWE internships as Line Cooks (“Back of the house”) at Down the Hatch Restaurant & Pub during 2021 boating season

Updated Strategies and Actionable Activities for 2022 and Beyond:

- Completed the strategies and activities outlined above
- Continuing to focus on this career cluster due to its success in engaging students as well as filling the job pipeline
- Continuing to expand CWE with new business and industry partners to add more WBL opportunities in the “Front of the house” restaurant management area
- Work to establish only one individual as point of contact and student mentor at Down the Hatch to align student experiences to the same performance standards and competencies for demonstration of mastery



Progress Towards Implementing Programs of Study

Goal for 2020-21:

- Add new cluster-Manufacturing

Strategies and Actionable Activities Implemented in 2020-21:

- Write new curriculum for *Introduction to Process Manufacturing*
- Provide Technology Education Teacher with professional learning at CCAT and Sikorsky Aircraft

Updated Strategies and Actionable Activities for 2022 and Beyond:

- Add BOE approved course to Program of Studies for 2021-22
- Write curriculum for Process Manufacturing 2
- Establish a new chapter of SkillsUSA to target this cluster
- Investigate WBL and the Young Manufacturers Pipeline Initiative to promote student internships in the summer of 2023
- Recruit an individual from industry to teach at Candlewood under an 098 certificate to ensure that all aspects of an industry are covered in what will be an increasing technical program of study



Progress on Federal Accountability Indicators

Goal for 2020-21:

- Increase graduation rate of concentrators from military families

Strategies and Actionable Activities Implemented in 2020-21:

- Disaggregated and analyzed student data gathered internally by Power School records as EdSight link not open
 - Graduation data for CTE Concentrators continued to exceed non-concentrators despite impact of COVID 19 on CTE applied learning opportunities
 - Students of military families did not exceed and they are not graduating at same rate as their peers
- Assigned a school mentor to each senior student currently in a military family

Updated Strategies and Actionable Activities for 2022 and Beyond:

- Shift to datamining strictly from EdSight as secure link is now up and running
- Investigate establishment of CTE Honor Society and diploma seal of CTE to promote importance and buy-in from students and families for CTE coursework completion and keep concentrator numbers high
- Continue school mentor program to support juniors and seniors currently in military families



Progress on Federal Accountability Indicators

Goal for 2020-21:

- Increase performance level of concentrators who are Hispanic females in the STEM and Manufacturing Clusters

Strategies and Actionable Activities Implemented in 2020-21:

- Analyzed student data gathered internally by Power School records
 - District nontraditional enrollment data exceeds required performance level
 - Nontraditional performance data for Hispanic female concentrators is below performance level
- Implemented coursework and student material including nontraditional role models at both the secondary and middle school levels

Updated Strategies and Actionable Activities for 2022 and Beyond:

- Shift to datamining strictly from EdSight as secure link is now up and running
- Held professional training for high school and middle school teachers and counselors on recruitment and retention of female students in STEM fields
- Created a team and participated in CCAT and CSDE STEM/Manufacturing Professional Learning Community
- Include data and information about STEM opportunities in at least three-district newsletters



Progress on Improving Access and Equity

Goals for 2020-21:

- Present and recommend that Candlewood BOE remove GPA requirement and teacher recommendation criteria from CCP course enrollment process
- Use Carl D. Perkins funds for expanded after-school certification programs for CTE students with 504 Plans or IEPs

Strategies and Actionable Activities Implemented in 2020-21:

- GPA requirements for CCP enrollment removed
- EMT Basic course offered to 504 and IEP students with 5 students enrolled and sitting for examination

Updated Strategies and Actionable Activities for 2022 and Beyond:

- Add additional sections of CCP courses due to increased enrollments
- Engage in targeted outreach to students and families with 504/IEPs in order to increase enrollment for EMT Basic afterschool program from 5 students to 10 students
- Work to connect each EMT Basic student with a mentor who will meet with the student at least 4 times over the school year



Progress on Recruitment, Retention, and Training of Faculty and Staff

Goal for 2020-21:

- Encourage and support all new CTE teachers to participate in either the Science Center Externship Program, the CCAT PLC Program, or the Universal Design for Learning Webinars in order to promote establishment of collegial relationships and bring new pedagogy into their classrooms

Strategies and Actionable Activities Implemented in 2020-21:

- One team of CTE teachers participated in the Science Center Externship Program and presented on their experience at a faculty meeting
- No new CTE teacher in STEM or Manufacturing so CCAT does not apply.
- 3 new CTE teachers participated in the CAST UDL and then presented new learning for CTE curriculum writing at a faculty meeting

Updated Strategies and Actionable Activities for 2022 and Beyond:

- Continue work with the industry partners assigned to our CTE Team at the Externship Program
- Use Perkins funds to send the CTE teachers who completed the CAST UDL training for Train the Trainer workshops in order to help them write or update existing curriculum



Thank You for Your Time

Additional information on CTE and Perkins V is available on the [Connecticut State Department of Education Website](#).



TODAY'S SKILLS

TOMORROW'S CAREERS

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