 

# Workbook to Accompany the Comprehensive Local Needs Assessment Reporting Template

**For California Local Educational Agencies Applying to the   
2020–21 Perkins V Grant Under   
Section 131 (Secondary Schools) and   
Section 132 (Regional Occupational Programs and Adult Education Schools)**

Posted by the California Department of Education

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## Introduction and Overview: The Broad Purpose of the Comprehensive Local Needs Assessment

As defined in the *Strengthening Career and Technical Education for the 21st Century Act* (Perkins V), career and technical education (CTE) provides learners with the knowledge and skills they need to be prepared for college and careers. CTE gives purpose to learning by emphasizing real-world skills and practical knowledge within a selected career focus. Additionally, it is important to think about CTE sitting at the intersection of education, workforce development, and economic development – it connects to all of them.

To assess the progress, Perkins V has introduced the Comprehensive Local Needs Assessment (CLNA). The CLNA requires local eligible agencies (LEAs) to review data, identify needs, and develop strategies to assess the implementation of Perkins V at the LEA level. The CLNA is required to be conducted at least once every two years and a wide variety of stakeholders consulted for the CLNA development. Completion of the CLNA is part of the Perkins V local application (LA) that must be submitted to the California Department of Education (CDE) in order for the LEA to be allocated Perkins V funds.

The CLNA requires an LEA to address the following six elements:

* Element 1: Student Performance on Required Perkins V Indicators
* Element 2: Program Size, Scope, and Quality to Meet the Needs of All Students
* Element 3: Progress Towards Implementation of CTE Programs of Study
* Element 4: Improving Recruitment, Retention, Training of CTE Professionals, including Underrepresented Groups
* Element 5: Progress Towards Equal Access to CTE Programs for All Students
* Element 6: Alignment to Labor Market Information

These six CLNA elements are aligned to the California Workforce Pathways Joint Advisory Committee’s (CWPJAC) 12 Essential Elements of a High-Quality College and Career Pathway (12 Essential Elements), which in themselves are undergirded by the *Guiding Policy Principles to Support Student-Centered K–14+ Pathways* (Guiding Policy Principles). The Guiding Policy Principles and 12 Essential Elements can be found on the CWPJAC’s web page at, <https://www.cde.ca.gov/ci/ct/gi/guidingpps.asp>.

The CLNA Workbook, outlined below, is a series of questions that should be answered for each of the six elements, as well as how the stakeholder consultation is to be conducted. This CLNA Workbook helps each LEA guide the discussion it needs to have with a required stakeholder group, and forms the basis for the LEA’s CLNA summary template. The CLNA Workbook should enable the LEA to have a broad and far reaching discussion with the stakeholder group leading to the overall goal of identifying priority needs and funding strategies that the LEA may wish to fund with Perkins V allocated dollars, and where possible and feasible, other sources of funding as well.

The CLNA Reporting Template must be included in the annual Perkins V LA via the CDE online Program Grant Management System (PGMS), Section 4. All other evidence of the complete CLNA process should be kept on file and available for a Federal Program Monitoring visit or upon request.

It should be noted that the Perkins V legislation requires LEAs to address the six CLNA elements, have the needs and strategies and be developed and ratified by a stakeholder group. Representation in the stakeholder group itself is also outlined in the Perkins V legislation, as indicated below. Along with this CLNA workbook, the CLNA Overview Document, and the CLNA Reporting Template is also provided to LEAs. These three documents have been developed by the CDE as an overall template and serve as a guide to LEAs for putting in place a step-by-process to complete all of the requirements for the CLNA, as outlined in the Perkins V legislation.

## Question 1: Stakeholder Consultation on the CLNA Development, Dates, Content, and Membership

### [Question 1](#TableOfContents)

**Section 134(c)(d)(e): Stakeholder Consultation on the CLNA Development, Dates, Content, Membership**

**What the Perkins V Says About Stakeholders in the CLNA Process**

In conducting the CLNA under subsection 134(c), and developing the local application described in subsection 134(b), an eligible grant recipient shall involve a diverse body of stakeholders, including, at a minimum—

* representatives of career and technical education 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;
* 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 grant recipient to consult.

Be sure to check Appendix D: Definitions from Perkins V Law, to see how the Perkins V law defines key Perkins V-specific and CTE-specific terms.

1. **Please indicate the key stakeholders (individuals and groups) involved in the development and completion of this CLNA:**

[Add text here]

1. **List, by name (and optional links to), any other stakeholder groups consulted with (but not directly involved) in the development and completion of the CLNA:**

[Add text here]

1. **Summarize the key stakeholder feedback:**

[Add text here]

**NOTE**: Evidence of stakeholder engagement would include such documentation as meeting agendas, notes, copies of handouts shared, a list of participants (names, institution, title, phone, and email), and sign-in sheets.

Stakeholders Participation Template

**Directions**: Use this template to list key stakeholders to consult with in the CLNA development process. Use additional sheets, as necessary.

| **Stakeholder Category** | **Name** | **Organization/Institution Representing** | **Title** | **Email/Contact Information** |
| --- | --- | --- | --- | --- |
| Secondary CTE Faculty | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| Secondary Career Counselors and Academic Counselors | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| Secondary Administrators | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| Secondary Instructional Support, Paraprofessionals | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| Postsecondary CTE Faculty | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| Postsecondary Administrators | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| Postsecondary Career Counseling and Advising Professionals | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| Representatives of Special Populations | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| Local Workforce Development Board Member | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| Regional Economic Development Member | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| Local Business and Industry Representative | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| Parents and Students | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| Representatives of Indian Tribes and Tribal Organizations | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| Youth/Adult Corrections Education Representative | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| Other Relevant Stakeholders | [Add text here] | [Add text here] | [Add text here] | [Add text here] |

## Question 2A: Student Performance on Required Performance Indicators

### [Question 2: Data](#TableOfContents)

**Section 134(c)(2)(A): Student Performance on Required Performance Indicators**

LEA student performance on required performance indicators is based on the state determined performance levels (SDPLs), as described in the Federal Perkins V State Plan, page 176. The Federal Perkins V State Plan is currently under review with the U. S. Department of Education, to review the State Board of Education (SBE) approved Federal Perkins V State Plan please visit the SBE’s March 2020 Meeting Agenda web page at, <https://www.cde.ca.gov/be/ag/ag/yr20/agenda202003.asp>, Agenda Item 04, Addendum Attachment 1.

| **Indicators** | **Baseline** | **FY 2020** | **FY 2021** | **FY 2022** | **FY 2023** |
| --- | --- | --- | --- | --- | --- |
| 1S1: Four-Year Graduation Rate | 88.10% | 89.10% | 89.10% | 91.10% | 91.10% |
| 1S2: Extended Graduation Rate | Blank | Blank | Blank | Blank | Blank |
| 2S1: Academic Proficiency in Reading Language Arts | 60.60% | 62.00% | 62.00% | 63.40% | 63.40% |
| 2S2: Academic Proficiency in Mathematics | 33.00% | 34.50% | 34.50% | 36.50% | 36.50% |
| 2S3: Academic Proficiency in Science | 27.70% | 28.20% | 28.20% | 31.20% | 31.20% |
| 3S1: Post-Program Placement | 67.20% | 68.00% | 68.00% | 69.40% | 69.40% |
| 4S1: Non-traditional Program Concentration | 20.80% | 20.80% | 20.80% | 21.00% | 21.00% |
| 5S1: Program Quality – Attained Recognized Postsecondary Credential | Blank | Blank | Blank | Blank | Blank |
| 5S2: Program Quality – Attained Postsecondary Credits | 21.60% | 23.90% | 23.90% | 26.20% | 26.20% |
| 5S3: Program Quality – Participated in Work- Based Learning | Blank | Blank | Blank | Blank | Blank |
| 5S4: Program Quality – Other1 | Blank | Blank | Blank | Blank | Blank |

As described in the Federal Perkins V State Plan, the state has projected forward four years and the expectation is that LEAs will do the same. There are several Perkins V accountability indicators described that currently optional in the SDPL table. LEAs are encouraged develop projections for these indicators, as described below, at the local level. The purpose for doing so is to provide a broader set of data from which LEAs can answer this question. For more information on the methodology of each indicator, review Section D: Accountability for results which starts on page 153 of the Federal Perkins V State Plan.

The Perkins V law defines special populations as individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for nontraditional fields; single parents, including single pregnant women; out-of-workforce individuals; English language learners; homeless individuals; youth who are in, or who have aged out of, the foster care system; and youth with a parent who is on active duty in the military.

As you consider answering this question, the following sub-questions may be taken into account:

* What happens if there are “too few” students in a particular population group?
* How would you address the issue when data collection is voluntary?
* Is there a minimum “N” size that is required for judging student performance?

There may be other sub-questions that need to be considered, and these must be discussed internally within the LEA, as well as advice may be sought from the stakeholder group. The minimum requirements for answering this question are the federal Perkins V accountability indicators (the tables listed below). However, they may be local accountability indicators an LEA may wish to consider, such as those developed under the Local Control Accountability Plan.

In answering this question, please consider the following. The California’s College/Career Readiness Indicator (CCI) tracks graduation cohorts who also meet one or more defined categories. For categories involving CTE completion, the student must have completed a high-quality CTE pathway of not less than 300 hours with a grade of C- or better in the capstone class. For the tables below and for reporting purposes in Perkins V, a “concentrator” is defined as a student who has completed a high-quality CTE pathway of not less than 300 hours, with a grade of C- or better in the capstone class. In other words, the state CCI definition of a CTE completer is identical to the Perkins V definition of a concentrator.

Be sure to also check Appendix D: Definitions from the Perkins V Law, to see how the Perkins V law defines key Perkins V-specific and CTE-specific terms.

**1S1: Four-Year Graduation Rate**

| **A** | **B** | **C** | **D** | **E** | **F** | **G** | **H** | **I** | **J** | **K** | **L** | **M** | **N** | **O** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 2018–19 | 88.1% | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| 2019–20 | 89.1% | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| 2020–21 | 89.1% | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| 2021–22 | 91.1% | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| 2022–23 | 91.1% | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| Average | N/A | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |

**Column Headers:**

1. Program Year (July 1–June 30)
2. Proposed State Target
3. Proposed LEA Target
4. 90 Percent of Proposed LEA Target
5. All CTE Completers, as defined within the CCI
6. CTE Completers with Disabilities
7. CTE Completers who are Economically Disadvantaged
8. CTE Completers enrolled in Non-Traditional career fields
9. CTE Completers who are Single Parents
10. CTE Completers who are Out-Of-Workforce
11. CTE Completers who are English learners
12. CTE Completers who are Homeless
13. CTE Completers who have been or are in the Foster Care System
14. CTE Completers who has a parent on Active Duty
15. Goal Met (Yes/No)

**1S2: Extended Graduation Rate**

| **A** | **B** | **C** | **D** | **E** | **F** | **G** | **H** | **I** | **J** | **K** | **L** | **M** | **N** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 2018–19 | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| 2019–20 | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| 2020–21 | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| 2021–22 | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| 2022–23 | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| Average | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |

**Column Headers:**

1. Program Year (July 1–June 30)
2. Proposed LEA Target
3. 90 Percent of Proposed LEA Target
4. All CTE Completers, as defined within the CCI
5. CTE Completers with Disabilities
6. CTE Completers who are Economically Disadvantaged
7. CTE Completers enrolled in Non-Traditional careers
8. CTE Completers who are Single Parents
9. CTE Completers who are Out-Of-Workforce
10. CTE Completers who are English learners
11. CTE Completers who are Homeless
12. CTE Completers who have been or are in the Foster Care System
13. CTE Completers who has a parent on Active Duty
14. Goal Met (Yes/No)

**Note:** The above Perkins V indicator is optional and is not required to be collected under the federal Perkins V State Plan. LEAs are encouraged to explore how data for this indicator can be collected locally.

**2S1: Academic Proficiency in Reading Language Arts**

| **A** | **B** | **C** | **D** | **E** | **F** | **G** | **H** | **I** | **J** | **K** | **L** | **M** | **N** | **O** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 2018–19 | 60.6% | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| 2019–20 | 62.0% | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| 2020–21 | 62.0% | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| 2021–22 | 63.4% | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| 2022–23 | 63.4% | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| Average | N/A | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |

**Column Headers:**

1. Program Year (July 1–June 30)
2. Proposed State Target
3. Proposed LEA Target
4. 90 Percent of Proposed LEA Target
5. All CTE Completers, as defined within the CCI
6. CTE Completers with Disabilities
7. CTE Completers who are Economically Disadvantaged
8. CTE Completers enrolled in Non-Traditional careers
9. CTE Completers who are Single Parents
10. CTE Completers who are Out-Of-Workforce
11. CTE Completers who are English learners
12. CTE Completers who are Homeless
13. CTE Completers who have been or are in the Foster Care System
14. CTE Completers who has a parent on Active Duty
15. Goal Met (Yes/No)

**2S2: Academic Proficiency in Mathematics**

| **A** | **B** | **C** | **D** | **E** | **F** | **G** | **H** | **I** | **J** | **K** | **L** | **M** | **N** | **O** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 2018–19 | 33.0% | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| 2019–20 | 34.5% | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| 2020–21 | 34.5% | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| 2021–22 | 36.5% | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| 2022–23 | 36.5% | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| Average | N/A | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |

**Column Headers:**

1. Program Year (July 1–June 30)
2. Proposed State Target
3. Proposed LEA Target
4. 90 Percent of Proposed LEA Target
5. All CTE Completers, as defined within the CCI
6. CTE Completers with Disabilities
7. CTE Completers who are Economically Disadvantaged
8. CTE Completers enrolled in Non-Traditional careers
9. CTE Completers who are Single Parents
10. CTE Completers who are Out-Of-Workforce
11. CTE Completers who are English learners
12. CTE Completers who are Homeless
13. CTE Completers who have been or are in the Foster Care System
14. CTE Completers who has a parent on Active Duty
15. Goal Met (Yes/No)

**2S3: Academic Proficiency in Science**

| **A** | **B** | **C** | **D** | **E** | **F** | **G** | **H** | **I** | **J** | **K** | **L** | **M** | **N** | **O** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 2018–19 | 27.7% | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| 2019–20 | 28.2% | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| 2020–21 | 28.2% | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| 2021–22 | 31.2% | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| 2022–23 | 31.2% | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| Average | N/A | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |

**Column Headers:**

1. Program Year (July 1–June 30)
2. Proposed State Target
3. Proposed LEA Target
4. 90 Percent of Proposed LEA Target
5. All CTE Completers, as defined within the CCI
6. CTE Completers with Disabilities
7. CTE Completers who are Economically Disadvantaged
8. CTE Completers enrolled in Non-Traditional careers
9. CTE Completers who are Single Parents
10. CTE Completers who are Out-Of-Workforce
11. CTE Completers who are English learners
12. CTE Completers who are Homeless
13. CTE Completers who have been or are in the Foster Care System
14. CTE Completers who has a parent on Active Duty
15. Goal Met (Yes/No)

**3S1: Post Program-Placement**

| **A** | **B** | **C** | **D** | **E** | **F** | **G** | **H** | **I** | **J** | **K** | **L** | **M** | **N** | **O** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 2018–19 | 67.2% | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| 2019–20 | 68.0% | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| 2020–21 | 68.0% | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| 2021–22 | 69.4% | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| 2022–23 | 69.4% | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| Average | N/A | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |

**Column Headers:**

1. Program Year (July 1–June 30)
2. Proposed State Target
3. Proposed LEA Target
4. 90 Percent of Proposed LEA Target
5. All CTE Completers, as defined within the CCI
6. CTE Completers with Disabilities
7. CTE Completers who are Economically Disadvantaged
8. CTE Completers enrolled in Non-Traditional careers
9. CTE Completers who are Single Parents
10. CTE Completers who are Out-Of-Workforce
11. CTE Completers who are English learners
12. CTE Completers who are Homeless
13. CTE Completers who have been or are in the Foster Care System
14. CTE Completers who has a parent on Active Duty
15. Goal Met (Yes/No)

**4S1: Non-Traditional Program Concentration**

| **A** | **B** | **C** | **D** | **E** | **F** | **G** | **H** | **I** | **J** | **K** | **L** | **M** | **N** | **O** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 2018–19 | 20.8% | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| 2019–20 | 20.8% | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| 2020–21 | 20.8% | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| 2021–22 | 21.0% | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| 2022–23 | 21.0% | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| Average | N/A | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |

**Column Headers:**

1. Program Year (July 1–June 30)
2. Proposed State Target
3. Proposed LEA Target
4. 90 Percent of Proposed LEA Target
5. All CTE Completers, as defined within the CCI
6. CTE Completers with Disabilities
7. CTE Completers who are Economically Disadvantaged
8. CTE Completers enrolled in Non-Traditional careers
9. CTE Completers who are Single Parents
10. CTE Completers who are Out-Of-Workforce
11. CTE Completers who are English learners
12. CTE Completers who are Homeless
13. CTE Completers who have been or are in the Foster Care System
14. CTE Completers who has a parent on Active Duty
15. Goal Met (Yes/No)

**5S1: Program Quality—Attained Recognized Postsecondary Credential**

| **A** | **B** | **C** | **D** | **E** | **F** | **G** | **H** | **I** | **J** | **K** | **L** | **M** | **N** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 2018–19 | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| 2019–20 | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| 2020–21 | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| 2021–22 | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| 2022–23 | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| Average | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |

**Column Headers:**

1. Program Year (July 1–June 30)
2. Proposed LEA Target
3. 90 Percent of Proposed LEA Target
4. All CTE Completers, as defined within the CCI
5. CTE Completers with Disabilities
6. CTE Completers who are Economically Disadvantaged
7. CTE Completers enrolled in Non-Traditional careers
8. CTE Completers who are Single Parents
9. CTE Completers who are Out-Of-Workforce
10. CTE Completers who are English learners
11. CTE Completers who are Homeless
12. CTE Completers who have been or are in the Foster Care System
13. CTE Completers who has a parent on Active Duty
14. Goal Met (Yes/No)

**Note:** The 5S1 Perkins V indicator is optional and is not required to be collected under the federal Perkins V State Plan. LEAs are encouraged to explore how data for this indicator can be collected locally.

**5S2: Program Quality—Attained Recognized Postsecondary Credits**

| **A** | **B** | **C** | **D** | **E** | **F** | **G** | **H** | **I** | **J** | **K** | **L** | **M** | **N** | **O** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 2018–19 | 21.6% | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| 2019–20 | 23.9% | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| 2020–21 | 23.9% | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| 2021–22 | 26.2% | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| 2022–23 | 26.2% | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| Average | N/A | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |

**Column Headers:**

1. Program Year (July 1–June 30)
2. Proposed State Target
3. Proposed LEA Target
4. 90 Percent of Proposed LEA Target
5. All CTE Completers, as defined within the CCI
6. CTE Completers with Disabilities
7. CTE Completers who are Economically Disadvantaged
8. CTE Completers enrolled in Non-Traditional careers
9. CTE Completers who are Single Parents
10. CTE Completers who are Out-Of-Workforce
11. CTE Completers who are English learners
12. CTE Completers who are Homeless
13. CTE Completers who have been or are in the Foster Care System
14. CTE Completers who has a parent on Active Duty
15. Goal Met (Yes/No)

**Note:** The 5S2 Perkins V indicator is required under the federal Perkins V State Plan and is designated as the Secondary Quality Indicator for the State of California.

**5S3: Program Quality—Participated in Work-Based Learning (WBL)**

| **A** | **B** | **C** | **D** | **E** | **F** | **G** | **H** | **I** | **J** | **K** | **L** | **M** | **N** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 2018–19 | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| 2019–20 | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| 2020–21 | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| 2021–22 | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| 2022–23 | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| Average | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |

**Column Headers:**

1. Program Year (July 1–June 30)
2. Proposed LEA Target
3. 90 Percent of Proposed LEA Target
4. All CTE Completers, as defined within the CCI
5. CTE Completers with Disabilities
6. CTE Completers who are Economically Disadvantaged
7. CTE Completers enrolled in Non-Traditional careers
8. CTE Completers who are Single Parents
9. CTE Completers who are Out-Of-Workforce
10. CTE Completers who are English learners
11. CTE Completers who are Homeless
12. CTE Completers who have been or are in the Foster Care System
13. CTE Completers who has a parent on Active Duty
14. Goal Met (Yes/No)

**Note:** The 5S3 Perkins V indicator is optional and is not required to be collected under the federal Perkins V State Plan. LEAs are encouraged to explore how data for this indicator can be collected locally.

**5S4: Program Quality—Other[[1]](#footnote-1)**

| **A** | **B** | **C** | **D** | **E** | **F** | **G** | **H** | **I** | **J** | **K** | **L** | **M** | **N** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 2018–19 | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| 2019–20 | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| 2020–21 | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| 2021–22 | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| 2022–23 | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| Average | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |

**Column Headers:**

1. Program Year (July 1–June 30)
2. Proposed LEA Target
3. 90 Percent of Proposed LEA Target
4. All CTE Completers, as defined within the CCI
5. CTE Completers with Disabilities
6. CTE Completers who are Economically Disadvantaged
7. CTE Completers enrolled in Non-Traditional careers
8. CTE Completers who are Single Parents
9. CTE Completers who are Out-Of-Workforce
10. CTE Completers who are English learners
11. CTE Completers who are Homeless
12. CTE Completers who have been or are in the Foster Care System
13. CTE Completers who has a parent on Active Duty
14. Goal Met (Yes/No)

**CTE Enrollment/Completion**

| **A** | **B** | **C** | **D** | **E** | **F** | **G** | **H** | **I** | **J** | **K** | **L** | **M** | **N** | **O** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 2016–17 | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| 2017–18 | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| 2018–19 | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| 2019–20 | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| 2020–21 | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| 2021–22 | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |

**Column Headers:**

1. Program Year (July 1–June 30)
2. All Students Eligible for CTE
3. All CTE Participants
4. All CTE Completers, as defined within the CCI
5. All Male CTE Completers (Enrolled/Completed)
6. All Female CTE Completers (Enrolled/Completed)
7. CTE Completers with Disabilities (Enrolled/Completed
8. CTE Completers who are Economically Disadvantaged (Enrolled/Completed)
9. CTE Completers enrolled in Non-Traditional careers (Enrolled/Completed)
10. CTE Completers who are Single Parents (Enrolled / Completed)
11. CTE Completers who are Out-Of-Workforce (Enrolled/Completed)
12. CTE Completers who are English learners (Enrolled/Completed)
13. CTE Completers who are Homeless (Enrolled/Completed)
14. CTE Completers who have been or are in the Foster Care System (Enrolled/Completed)
15. CTE Completers with a parent on Active Duty (Enrolled/Completed)

In answering this question, please consider the following. The CCI tracks graduation cohorts who also meet one or more defined categories. For categories involving CTE completion, the student must have completed a high-quality CTE pathway of not less than 300 hours with a grade of C- or better in the capstone class. For the tables below, and for reporting purposes in Perkins V, a “concentrator” is defined as a student who has completed a high-quality CTE pathway of not less than 300 hours, with a grade of C- or better in the capstone class. In other words, the state CCI definition of a CTE completer is identical to the Perkins V definition of a concentrator.

### [Question 2B: Identified Needs](#TableOfContents)

**Section 134(c)(2)(A): Student Performance on Required Performance Indicators**

1. **What strengths were identified regarding the performance of general and special populations of CTE participants?**

[Add text here]

1. **What gaps in performance were identified regarding the performance of general and special populations of CTE participants?**

[Add text here]

1. **Based on evidence-based services/supports, what priorities is the LEA using to address the gaps or challenges identified for the performance of general and special populations of CTE participants?**

[Add text here]

See Appendix A: Key Questions to Ask During Stakeholder Engagement for more discussion topics. See Appendix D: Definitions from Perkins V Law to identify how the Perkins V law defines key Perkins V-specific and CTE-specific terms.

**Data sources used to examine element: (Check all that apply)**

LEA’s secondary student data on enrollment, concentration, completion, and the Every Student Succeeds Act Mathematics and English Language Arts achievement

LEA’s postsecondary institution data on enrollment, concentration, completion, or placement

Disaggregate data on special populations examined in comparison to total CTE population

Other (list/describe):

[Add text here]

### [Question 2C: Strategies](#TableOfContents)

**Section 134(c)(2)(A): Student Performance on Required Performance Indicators**

1. **What strategies could be used to sustain the strengths identified with regard to the performance of general and special populations of CTE participants? What strategies could be used to scale those strengths district wide?**

[Add text here]

1. **What strategies could be implemented to improve the gaps in performance of general and special populations of CTE participants?**

[Add text here]

1. **What additional evidence-based services/supports could be provided to any subpopulation of students showing any gap in performance?**

[Add text here]

1. **What new or current partners will support the student performance priorities identified with regard to the performance of general and special populations of CTE participants?**

[Add text here]

1. **What new or modified policies, evidence-based activities, or structures could be developed and implemented in order to improve the performance of general and special populations of CTE participants?**

[Add text here]

1. **What professional development (PD), resources, or support is needed to recruit and retain special population students in the LEA’s CTE program?**

[Add text here]

See Appendix A: Key Questions to Ask During Stakeholder Engagement for more discussion topics. See Appendix D: Definitions from Perkins V Law to identify how the Perkins V law defines key Perkins V-specific and CTE-specific terms.

**Action Plan Directions:** Determine the strategies/action steps to reach the aims of Section 134(c)(2)(A) Question 2: Improving Student Performance on Required Performance Indicators. The CDE recommends no more than three strategies under this question (One sheet per strategy).

Strategy: [Add text here]

| **Entity** | **Role and Responsibility** | **Description and Measures** | **Timeline (Start and End Date)** | **Entity Action Required (Yes/No)** |
| --- | --- | --- | --- | --- |
| **Kindergarten Through Grade 12 (K–12)** | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| **Postsecondary** | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| **Business/Industry** | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| **Workforce Development** | [Add text here] | [Add text here] | [Add text here] | [Add text here] |

**Supplementing other Funds: How do federal Perkins V funds supplement other federal, state, or local programs?**  (Check all that apply)

Agriculture Incentive Grant

Apprenticeships

California Adult Education Program (CAEP)

California Partnership Academies (CPAs)

Career Pathways Initiative

CTE Incentive Grant (CTEIG)

Contract Education

Economic Workforce Development

K–12 Strong Workforce Program (K–12 SWP)

Perkins V

Strong Workforce Program (SWP)

Workforce Innovation and Opportunity Act (WIOA) Title I and Title II

☐ OTHER (List the federal, state, or local program[s]): [Add text here]

Description and Measure:

[Add text here]

## [Question](#TableOfContents) 3: Program Size, Scope, and Quality to Meet the Needs of All Students

### [Question 3A: Data](#TableOfContents)

**Section 134(c)(2)(B)(i): Program Size, Scope, and Quality to Meet the Needs of All Students**

**Directions:** In addition to the description below, refer to Appendix A: Key Questions to Ask During Stakeholder Engagement, and Appendix D: Definitions from the Perkins V Law, to identify how the Perkins V law defines key Perkins V-specific and CTE-specific terms.

California defines size, scope and quality as follows:

* Size:
  + Parameters/resources that affect whether each pathway program can adequately address student-learning outcomes.
  + Are there enough students entering and continuing in each pathway to offer at least one section of the pathway’s capstone course without double-rostering (offering both the concentrator course and the capstone course in the same class during the same period taught by the same teacher)?
    - For an averaged sized school, double-rostering can only be used as a temporary tool; for example, for one year as a new program is growing or an old program is closing.
    - For a very small school, it can be appropriate to use double-rostering as a permanent solution.
* Scope:
  + Programs of Study are a part of continuing to work towards inclusion within a clearly defined career pathway that includes multiple entry and exit points.
  + Each pathway covers all of the CTE Model Curriculum Standards of its pathway.
  + Each pathway explores all aspects of its industry sector.
  + Each pathway prepares students with industry-specific knowledge and skills for entry-level employment in its industry sector or for continued study towards the same purpose.
* Quality:
  + A pathway program must meet two of the following three criteria: the pathway program develops (1) high skilled individuals, (2) individuals who are competitive for high wage jobs, or (3) individuals who are trained for in-demand occupations.
    - High-skilled: Programs that result in industry-recognized certificates, credentials, or degrees.
    - High-wage: High-wage is anything that is above the median wage for all occupations., as defined for the region. Visit the [California Employment Development Department’s](https://edd.ca.gov/) (EDD) [Occupational Employment Statistics and Wages](https://www.labormarketinfo.edd.ca.gov/data/oes-employment-and-wages.html) webpage for regional data.
    - In-demand: Occupations that are identified by the EDD’s [Occupations in Demand](https://www.labormarketinfo.edd.ca.gov/LMID/Occupations_in_Demand.html) index and/or through the CLNA.
  + Each pathway program must provide a coherent, non-duplicative series of courses of not less than 300 hours.
    - Do counselors adhere to the coherence of a CTE pathway series the same as a foreign language or math series?
    - Is the completion of one course, with a passing grade, in a series a prerequisite for success in the next course?

A suggested activity to test both “size” in “size, scope, and quality” and the “coherence” in “a coherent, non-duplicative series of courses of not less than 300 hours,” is to print out the attendance rosters (redact names but include the grade level of each student) for every section of every course in a pathway and line them up by introductory course, concentrator course, and capstone course.

Using the data and information gathered so far, and Appendices B and C, provide a local CTE program summary analysis for each CTE program offering that includes analyses of: strengths, weaknesses, challenges, and opportunities. The table below should be used for the local CTE program summary analysis.

**Local CTE Program Summary Analysis**

| **Description** | **2019–20** | **2018–19** | **2017–18** | **2016–17** |
| --- | --- | --- | --- | --- |
| **Number of Students Enrolled** | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| **Minimum Class Size** | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| **Number of Dual Enrollment** | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| **Number of CTE Teachers** | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| **Number of CTE Pathways** | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| **Number of Articulations** | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| **Number of Students in  Off-Site Paid WBL** | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| **Number of Students in  Off-Site Unpaid WBL** | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| **Number of Industry Recognized Credentials Awarded** | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| **Number of Classes Aligned with Industry** | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| **Number of Apprenticeships** | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| **Number of Completers Employed in Sector of Study** | [Add text here] | [Add text here] | [Add text here] | [Add text here] |

### [Question 3B: Identified Needs](#TableOfContents)

**Section 134(c)(2)(B)(i): Program Size, Scope, and Quality to Meet the Needs of All Students**

**Directions:** Use the information in the previous section and Appendix A, B, and C to gather data.

1. **What strengths were identified regarding size, scope, and quality?**

[Add text here]

1. **What gaps in performance or weaknesses were identified regarding size, scope, and quality?**

[Add text here]

1. **What priorities were identified to enhance program size, scope, and quality that could be included in the LEA’s local application?**

[Add text here]

See Appendix A: Key Questions to Ask During Stakeholder Engagement, Appendix B: Size, Scope, and Quality Analysis, and Appendix C: Industry Sector Analysis of Size, Scope, and Quality, for more discussion topics. See Appendix D: Definitions from the Perkins V Law, to identify how the Perkins V law defines key Perkins V-specific and CTE-specific terms.

**Data sources used to examine element: (Check all that apply)**

County Office of Education Data

EDD/Workforce data

Disaggregate data on special populations examined in comparison to the total CTE population

Program review/accreditation

Other (list/describe): [Add text here]

[Add text here]

### [Question 3C: Strategies](#TableOfContents)

**Section 134(c)(2)(B)(i): Program Size, Scope, and Quality to Meet the Needs of All Students**

1. **What strategies could be used to sustain the strengths identified with regard to size, scope, and quality? What strategies could be used to scale those strengths district wide?**

[Add text here]

1. **What strategies could be implemented to improve the gaps in performance or weaknesses identified with regard to size, scope, and quality?**

[Add text here]

1. **What new and/or modified policies, activities, or structures could be developed and implemented with regard to size, scope, and quality?**

[Add text here]

1. **What professional development, resources, or support is could enhance program size, scope, and quality?**

[Add text here]

1. **What changes might be made to career exploration/guidance to improve program size, scope, and quality?**

[Add text here]

See Appendix A: Key Questions to Ask During Stakeholder Engagement, Appendix B: Size, Scope, and Quality Analysis, and Appendix C: Industry Sector Analysis of Size, Scope, and Quality, for more discussion topics. See Appendix D: Definitions from the Perkins V Law, to identify how the Perkins V law defines key Perkins V-specific and CTE-specific terms.

**Action Plan Directions:** Determine the strategies/action steps to reach the aims of Section 134(c)(2)(B)(i) as represented by Question 3: Program Size, Scope, and Quality to Meet the Needs of All Students. The CDE recommends no more than three strategies under this element (One sheet per strategy).

Strategy: [Add text here]

| **Entity** | **Role and Responsibility** | **Description and Measures** | **Timeline (Start and End Date)** | **Entity Action Required (Yes/No)** |
| --- | --- | --- | --- | --- |
| **K–12** | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| **Postsecondary** | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| **Business/Industry** | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| **Workforce Development** | [Add text here] | [Add text here] | [Add text here] | [Add text here] |

**Supplementing other Funds: How do federal Perkins V funds supplement other federal, state, or local programs?**  (Check all that apply)

Agriculture Incentive Grant

Apprenticeships

CAEP

CPAs

Career Pathways Initiative

CTEIG

Contract Education

Economic Workforce Development

K–12 SWP

Perkins V

SWP

WIOA Title I and Title II

☐ OTHER (List the federal, state, or local program[s]): [Add text here]

Description and Measure:

[Add text here]

## [Question](#TableOfContents) 4: Progress Towards Implementation of CTE Programs of Study

### [Question 4A: Data](#TableOfContents)

**Section 134(c)(2)(C): Progress Towards Implementation of CTE Programs of Study**

**What is a “Program of Study?”**

Perkins V Section 3 Paragraph 41:

PROGRAM OF STUDY. —The term ‘program of study’ means a coordinated, non-duplicative 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.

Broadly, a program of study answers the question, “When a student completes an LEA’s high quality CTE pathway, what does he/she do over the next two years to be qualified for entry-level employment in their industry sector?”

For the purposes of meeting minimum requirements under the Perkins V law, California defines this more specifically:

A pathway that meets all of the requirements of a high-quality CTE program as defined by California’s Federal Perkins V State Plan (formerly the “2008–2012 California State Plan for Career Technical Education”), and has a credit transfer agreement with a local community college, is a complete “program of study.”

A “credit transfer agreement” can be any form of a credit transfer agreement, including but not limited to, an articulation agreement, dual enrollment agreement, concurrent enrollment agreement, or equivalent.

Ultimately, students who complete an LEA’s high school pathway program should continue their education and training further along in a local community college’s sequence of courses in the same industry sector than students who have not, and if that expectation is formalized in a written agreement, then the LEA would be meeting the requirement of a program of study.

Keep in mind that further (postsecondary) study in the same sector serves the same purpose as the secondary pathway itself: students in the pathway may continue to study in the same sector in order to gain the knowledge, skills, or industry-recognized credentials for entry-level employment in their sector, especially those knowledge, skills, or industry-recognized credentials not available to minors/high school-age students.

**NOTE:** Refer back to the data collected for Question 3C: Size, Scope, and Quality, to answer the following questions.

**Programs of Study and Credit Transfer Agreements**

1. **How many pathway programs and which pathway programs offered by the LEA are a program of study, as defined above?**

[Add text here]

1. **How has this number changed over time?**

[Add text here]

1. **How can the number of programs of study be increased in the future?**

[Add text here]

1. **How might each LEA be encouraged to develop additional programs of study?**

[Add text here]

1. **For each pathway program that is a program of study, what percentage of students are taking advantage of the credit transfer agreements with the local community college annually?**

[Add text here]

**What is an “Industry-Recognized Credential?”**

To answer the broader question presented by a program of study, it is still important to consider industry-recognized credentials.

An industry-recognized credential should address the following:

* If someone were to quit their job, what certification would they earn to prove they have the skill to get a job in the industry sector of their choice?
* The industry-recognized credential is valued by the employers of an industry sector, and its value is independent of educators’ opinion of them.
* Some industry-recognized credentials are valued locally, regionally, but ideally, nationally.
* Resolving the “third-party assessment” dilemma, where some assessments hold educational value, but are not valued by an industry sector, while others are truly industry-recognized as described above, but hard for education to administer.

**Programs of Study and Industry-Recognized Credentials**

**NOTE:** Refer back to the data collected for Question 3: Size, Scope, and Quality, to answer the following questions.

1. **How many pathways and which pathways offer an opportunity for its students to earn an industry-recognized credential? Is the credential recognized locally, regionally, or nationally?**

[Add text here]

1. **For each pathway that offers an industry-recognized credential, what percentage of the students taking the test obtain the credential?**

[Add text here]

1. **How many pathways and which pathways offer an opportunity for its students to take a third-party assessment?**

[Add text here]

1. **For the third-party assessments within each industry pathway that the LEA has students take, are scores rising, falling, or holding steady year-over-year?**

[Add text here]

1. **How might each LEA be encouraged to develop additional programs of study in the same or different sectors, and what impediments need to be overcome to achieve this?**

[Add text here]

See Appendix A: Key Questions to Ask During Stakeholder Engagement, for more discussion topics. See Appendix D: Definitions from the Perkins V Law, to identify how the Perkins V law defines key Perkins V-specific and CTE-specific terms.

### [Question 4B: Identified Needs](#TableOfContents)

**Section 134(c)(2)(C): Progress Towards Implementation of CTE Programs of Study**

1. **What strengths were identified regarding CTE programs of study?**

[Add text here]

1. **What gaps in performance or weaknesses were identified regarding CTE programs of study?**

[Add text here]

1. **What priorities have been identified to address gaps or deficits in CTE programs of study?**

[Add text here]

See Appendix A: Key Questions to Ask During Stakeholder Engagement, for more discussion topics. See Appendix D: Definitions from the Perkins V Law, to identify how the Perkins V law defines key Perkins V-specific and CTE-specific terms.

**Data sources used to examine element: (Check all that apply)**

Consortium member data

Projected employment needs by cluster

EDD/Workforce data

Other (list/describe):

[Add text here]

### [Question 4C: Strategies](#TableOfContents)

**Section 134(c)(2)(C): Progress Towards Implementation of CTE Programs of Study**

1. **What strategies could be used to sustain the strengths identified with regard to CTE programs of study? What strategies could be used to scale those strengths district wide?**

[Add text here]

1. **What strategies could be implemented to improve the gaps in performance or weaknesses identified with regard to CTE programs of study?**

[Add text here]

1. **What new and/or modified policies, activities, or structures could be developed and implemented, especially to ensure participation and success of special population groups with regard to CTE programs of study?**

[Add text here]

1. **What professional development, resources, or support is needed to enhance the structure of and enhance student opportunity to progress within a CTE program of study?**

[Add text here]

See Appendix A: Key Questions to Ask During Stakeholder Engagement, for more discussion topics. See Appendix D: Definitions from the Perkins V Law, to identify how the Perkins V law defines key Perkins V-specific and CTE-specific terms.

**Action Plan Directions:** Determine the strategies/action steps to reach the aims of Section 134(c)(2)(C) as represented by Question 4: Progress Towards Implementation of CTE Programs of Study. The CDE recommends no more than three strategies under this element (One sheet per strategy).

Strategy: [Add text here]

| **Entity** | **Role and Responsibility** | **Description and Measures** | **Timeline (Start and End Date)** | **Entity Action Required (Yes/No)** |
| --- | --- | --- | --- | --- |
| **K–12** | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| **Postsecondary** | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| **Business/Industry** | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| **Workforce Development** | [Add text here] | [Add text here] | [Add text here] | [Add text here] |

**Supplementing other Funds: How do federal Perkins V funds supplement other federal, state, or local programs?**  (Check all that apply)

Agriculture Incentive Grant

Apprenticeships

CAEP

CPAs

Career Pathways Initiative

CTEIG

Contract Education

Economic Workforce Development

K–12 SWP

Perkins V

SWP

WIOA Title I and Title II

☐ OTHER (List the federal, state, or local program[s]): [Add text here]

Description and Measure:

[Add text here]

## [Question](#TableOfContents) 5: Improving Recruitment, Retention, Training of CTE Professionals, Including Underrepresented Groups

### [Question 5A: Data](#TableOfContents)

**Section 134(c)(2)(D): Improving Recruitment, Retention, Training of CTE Professionals, Including from Underrepresented Groups**

“Underrepresented” refers to individuals belonging to groups that are underrepresented in these professions. Refer to Perkins V, Sec 134(c)(2)(D).

For the purposes of the Perkins V grant and California’s Federal Perkins V State Plan (formerly the “2008–2012 California State Plan for Career Technical Education”), PD are provided to encourage the involvement of industry sector partners or develop the capacity of educators working in an LEA Pathway program.

In addition, professional development that is CTE specific, but not industry specific, is designed to be primarily attended by educators, is also fundable; for example, the annual Educating for Careers Conference.

With the exception of project-based learning, a professional development training or conference that makes someone a better teacher independent of the subject they are teaching is important but not fundable with Perkins V funds.

**NOTE:** Use the CTE Teacher Matrix linked in Section 4 of the LEA’s online Perkins V Application in the PGMS, the LEA’s human resource’s office, and the LEA’s records of professional development to answer the following questions.

**Recruitment:**

1. **What structures does the LEA have in place to create a recruitment pipeline to ensure an adequate supply of high-quality CTE professionals are available as needed?**

[Add text here]

1. **What elements of those structures, identified in the previous question, will help to recruit new teachers from underrepresented groups?**

[Add text here]

**Retention:**

1. **What could the LEA do to retain CTE professionals, including mentoring new ones and providing ongoing PD/training?**

[Add text here]

**Training:**

1. **How should the LEA’s CTE teachers explore attending industry-specific trainings on an annual basis, for example a paid or unpaid externship? How about for teachers from underrepresented groups?**

[Add text here]

1. **How should the LEA’s CTE teachers explore attending CTE-specific professional development on an annual basis? How about for teachers from underrepresented groups?**

[Add text here]

1. **What site-based teacher-support structures does the LEA have in place to increase CTE teachers’ traditional educational and pedagogical skills? How about for teachers from underrepresented groups?**

[Add text here]

### [Question 5B: Identified Needs](#TableOfContents)

**Section 134(c)(2)(D): Improving Recruitment, Retention, Training of CTE Professionals, Including from Underrepresented Groups**

1. **What strengths were identified regarding recruitment, retention, and training of the LEA’s CTE professionals?**

[Add text here]

1. **What gaps in performance or weaknesses were identified regarding recruitment, retention, and training?**

[Add text here]

1. **What priorities regarding recruitment, retention and training of a diverse field of CTE professionals were uncovered in the CLNA process?**

[Add text here]

See Appendix A: Key Questions to Ask During Stakeholder Engagement, for more discussion topics. See Appendix D: Definitions from the Perkins V Law, to identify how the Perkins V law defines key Perkins V-specific and CTE-specific terms.

**Data sources used to examine element: (Check all that apply)**

Consortium member data

Association reports

Disaggregate data on special populations examined in comparison to total CTE population

Program review/accreditation

Other (list/describe):

[Add text here]

[**Question 5C: Strategies**](#TableOfContents)

**Section 134(c)(2)(D): Improving Recruitment, Retention, Training of CTE Professionals, Including from Underrepresented Groups**

1. **What strategies could be used to sustain the strengths identified with regard to recruitment, retention, and training? What strategies could be used to scale those strengths district wide?**

[Add text here]

1. **What strategies could be implemented to improve the gaps in performance or weaknesses identified with regard to recruitment, retention, and training?**

[Add text here]

1. **What new and/or modified policies, activities or structures could be developed and implemented with regard to recruitment, retention and training?**

[Add text here]

1. **What professional development, resources, or supports are needed to improve consortium performance on recruitment, retention, and training of CTE professionals?**

[Add text here]

See Appendix A: Key Questions to Ask During Stakeholder Engagement, for more discussion topics. See Appendix D: Definitions from the Perkins V Law, to identify how the Perkins V law defines key Perkins V-specific and CTE-specific terms.

**Action Plan Directions:** Determine the strategies/action steps to reach the aims of Section 134(c)(2)(D) as represented by Question 5: Improving Recruitment, Retention, and Training of CTE Professionals, Including from Underrepresented Groups. The CDE recommends no more than three strategies under this element (One sheet per strategy).

Strategy: [Add text here]

| **Entity** | **Role and Responsibility** | **Description and Measures** | **Timeline (Start and End Date)** | **Entity Action Required (Yes/No)** |
| --- | --- | --- | --- | --- |
| **K–12** | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| **Postsecondary** | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| **Business/Industry** | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| **Workforce Development** | [Add text here] | [Add text here] | [Add text here] | [Add text here] |

**Supplementing other Funds: How do federal Perkins V funds supplement other federal, state, or local programs?**  (Check all that apply)

Agriculture Incentive Grant

Apprenticeships

CAEP

CPAs

Career Pathways Initiative

CTEIG

Contract Education

Economic Workforce Development

K–12 SWP

Perkins V

SWP

WIOA Title I and Title II

☐ OTHER (List the federal, state, or local program[s]): [Add text here]

Description and Measure:

[Add text here]

## [Question](#TableOfContents) 6: Progress Towards Equal Access to CTE Programs for All Students

### [Question 6A: Identified Needs](#TableOfContents)

**Section 134(c)(2)(E): Progress Towards Equal Access to CTE Programs for All Students**

**NOTE:** To answer the questions from this section, review the LEA’s data documented in Question 2: Student Performance on Required Performance Indicators.

**What strengths were identified regarding equal access to CTE programs for all students?**

[Add text here]

1. **What gaps in performance or weaknesses were identified regarding equal access to CTE programs for all students?**

[Add text here]

1. **What priorities have been identified to address gaps or deficits in equal access to CTE programs for all students?**

[Add text here]

1. **How are the LEA’s CTE pathway programs marketed to all students, beginning at what grade level? How are all students encouraged to pursue non-traditional fields of study, provided support services (transportation, child care, exploration) to enable them to choose the offerings of CTE courses?**

[Add text here]

1. **How are all students encouraged to pursue non-traditional fields of study, support services (transportation, child care, and exploration) to enable them to choose the offerings of CTE courses?**

[Add text here]

**Data sources used to examine element: (Check all that apply)**

Consortium member data

Regional/State demographics

Disaggregate data on special populations examined in comparison to total CTE population

Results from the National Alliance for Partnerships in Equity (NAPE), Equity self-assessment

Local Equity and Inclusion Plan

Other (list/describe):

[Add text here]

### [Question 6B: Strategies](#TableOfContents)

**Section 134(c)(2)(E): Progress Towards Equal Access to CTE Programs for All Students**

1. **What strategies could be used to sustain the strengths identified with regard to equal access to CTE programs for all students? What strategies could be used to scale those strengths district wide?**

[Add text here]

1. **What strategies could be implemented to improve the gaps in performance or weaknesses identified with regard to equal access to CTE programs for all students?**

[Add text here]

1. **What new and/or modified policies, activities, or structures could be developed and implemented, especially to ensure participation and success of special populations with regard to equal access to CTE programs for all students?**

[Add text here]

1. **What professional development, resources, or support is needed to enhance equal access to CTE programs for all students?**

[Add text here]

**Action Plan Directions:** Determine the strategies/action steps to reach the aims of Section 134(c)(2)(E) as represented by Question 6: Progress Towards Equal Access to CTE Programs for All. The CDE recommends no more than three strategies under this element (One sheet per strategy).

Strategy: [Add text here]

| **Entity** | **Role and Responsibility** | **Description and Measures** | **Timeline (Start and End Date)** | **Entity Action Required (Yes/No)** |
| --- | --- | --- | --- | --- |
| **K–12** | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| **Postsecondary** | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| **Business/Industry** | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| **Workforce Development** | [Add text here] | [Add text here] | [Add text here] | [Add text here] |

**Supplementing other Funds: How do federal Perkins V funds supplement other federal, state, or local programs?**  (Check all that apply)

Agriculture Incentive Grant

Apprenticeships

CAEP

CPAs

Career Pathways Initiative

CTEIG

Contract Education

Economic Workforce Development

K–12 SWP

Perkins V

SWP

WIOA Title I and Title II

☐ OTHER (List the federal, state, or local program[s]): [Add text here]

Description and Measure:

[Add text here]

## [Question](#TableOfContents) 7: Alignment to Labor Market Information

### [Question 7A: Identified Needs](#TableOfContents)

**Section 134(c)(2)(B)(ii): Alignment to Labor Market Information (LMI)**

**NOTE:** To answer the questions from this section, review the LEA’s data from Question 1 In-Depth: Stakeholder Consultation on CLNA, Dates, Content, Membership, as well as the LEA’s own records, handouts, minutes, etc. from their most recent district-wide CTE advisory committee meeting or Stakeholder Consultation meeting.

1. **What strengths were identified regarding alignment to LMI?**

[Add text here]

1. **What gaps in performance or weaknesses were identified regarding alignment to LMI?**

[Add text here]

1. **What priorities have been identified to address gaps or deficits in alignment to LMI?**

[Add text here]

1. **What professional development, resources, or support is needed to improve data driven decision-making using LMI?**

[Add text here]

**Data sources used to examine element: (Check all that apply)**

Consortium member data

Regional/State demographics

Disaggregate data on special populations examined in comparison to total CTE population

Results from the NAPE, Equity self-assessment

Local Equity and Inclusion Plan

Other (list/describe):

[Add text here]

### [Question 7B: Strategies](#TableOfContents)

**Section 134(c)(2)(B)(ii): Alignment to Labor Market Information (LMI)**

1. **What strategies could be used to sustain the strengths identified with regard to alignment to LMI? What strategies could be used to scale those strengths district wide?**

[Add text here]

1. **What strategies could be implemented to improve the gaps in performance or weaknesses identified with regard to alignment to LMI?**

[Add text here]

1. **What new and/or modified policies, activities, or structures could be developed and implemented, especially to ensure participation and success of special populations with regard to alignment to LMI?**

[Add text here]

1. **What professional development, resources, or support is needed to enhance alignment to LMI?**

[Add text here]

**Action Plan Directions:** Determine the strategies/action steps to reach the aims of Section 134(c)(2)(B)(ii) as represented in Question 7: Alignment to Labor Market Information (LMI). The CDE recommends no more than three strategies under this element (One sheet per strategy).

Strategy: [Add text here]

| **Entity** | **Role and Responsibility** | **Description and Measures** | **Timeline (Start and End Date)** | **Entity Action Required (Yes/No)** |
| --- | --- | --- | --- | --- |
| **K–12** | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| **Postsecondary** | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| **Business/Industry** | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| **Workforce Development** | [Add text here] | [Add text here] | [Add text here] | [Add text here] |

**Supplementing other Funds: How do federal Perkins V funds supplement other federal, state, or local programs?** (Check all that apply)

Agriculture Incentive Grant

Apprenticeships

CAEP

CPAs

Career Pathways Initiative

CTEIG

Contract Education

Economic Workforce Development

K–12 SWP

Perkins V

SWP

WIOA Title I and Title II

☐ OTHER (List the federal, state, or local program[s]): [Add text here]

Description and Measure:

[Add text here]

## [Coordination Strategy](#TableOfContents)

Use the following questions to develop an ongoing strategy, process, or mechanism to ensure the CLNA is used, with fidelity, to inform local and regional planning and decision-making.

1. **What went well in the LEA’s CLNA process?**

[Add text here]

1. **What could have been done differently to achieve better results?**

[Add text here]

1. **What required individual or groups were invited but did not participate? Why did they not participate? What future steps will the LEA take to engage them?**

[Add text here]

1. **What other initiatives can be leveraged and aligned across sectors to make this work successful?**

[Add text here]

1. **How will the LEA build connections to and through those other initiatives?**

[Add text here]

1. **On what established schedule will the LEA continue to meet and work together?**

[Add text here]

1. **How will the LEA demonstrate collective commitment to on-going engagement in this work?**

[Add text here]

## Appendices

### Appendix A: Key Questions to Ask During Stakeholder Engagement

| **CLNA Required Category** | **Keys Questions to Ask** | **Example of Materials to Review** |
| --- | --- | --- |
| **Student Performance** | 1. How are students in the LEA’s career technical education (CTE) programs performing on federal accountability indicators in comparison to non-CTE students? 2. How are students from special populations performing in the LEA’s CTE programs in comparison to students without identified special needs? 3. How are students from different genders, races, and ethnicities performing in the LEA’s CTE programs? 4. Which groups of students are struggling the most in CTE programs? 5. Where do the biggest gaps in performance exist between subgroups of students? 6. Which CTE programs overall have the highest outcomes, and which have the lowest? 7. Are there certain CTE programs where special populations are performing above average? Below average? 8. What are the potential root causes of inequities in the LEA’s CTE programs? | Carl D. Perkins Career and Technical Education Act of 2006 performance data for the past several years, aggregated and disaggregated by CTE program and subpopulation groups |
| **Size, Scope and Quality** | 1. Is the LEA offering programs in which students are choosing to enroll? 2. Is the LEA offering programs with too low an enrollment to justify the costs in offering those programs? 3. Is the LEA offering a sufficient number of courses, and course sections, within programs? 4. Are there students who want to enroll in the LEA programs who are unable to do so? 5. Can students complete a program of study at the LEA level and across the service area? 6. Do some of the LEA’s programs offer more opportunities for skill development than others, both in the classroom/laboratory and through extended learning experiences? 7. How do the LEA’s programs compare to a set of quality standards developed by the state of California or by a relevant third party? 8. How do specific program areas compare in quality? 9. How do specific components of the LEA’s programs, such as work-based learning or instruction, compare in quality? | To be filled in by the LEA |
| **Programs of Study** | 1. How fully are the LEA’s programs aligned and articulated across secondary and postsecondary education? 2. Do the LEA’s programs incorporate relevant academic, technical, and employability skills at every learner level? 3. Does the LEA have credit transfer agreements in place to help students earn and articulate credit? 4. Are the LEA’s students being retained in the same program of study? 5. Do students in the programs of study have multiple entry and exit points? 6. Are students in the LEA’s programs earning recognized postsecondary credentials? Which ones? 7. Are secondary students in the LEA’s programs earning dual/concurrent enrollment credit? | * Documentation of course sequences and aligned curriculum * CTE Model Curriculum Standards for academic, technical, and employability skills * Credit transfer agreements * Data on student retention and transition to postsecondary education within the program of study * Descriptions of dual/concurrent enrollment programs, and data on student participation * Data on student attainment of credentials and articulated credit |
| **Recruitment, Retention and Training of CTE Educators** | 1. How diverse is the LEA staff? Does it reflect the demographic makeup of the student body? 2. What processes are in place to recruit and induct new teachers and staff? Are these processes efficient and effective, especially for teachers coming from industry? 3. Are all the educators teaching my programs adequately credentialed? 4. Does the LEA offer regular, substantive professional development opportunities? 5. What professional development offerings are most highly rated by participating staff? 6. What do educators report as needs and preferences for professional development, benefits, and supports? 7. In what subject areas does the LEA need to develop or recruit more educators? | * State and/or local policies on educator certification and licensing * 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 teacher evaluations * Findings from surveys/focus groups of educators’ needs and preferences * Data on educator and staff retention * Information about teacher shortage areas and projections of future staffing needs |
| **Equity and Access** | 1. Which population groups are underrepresented in the LEA CTE programs overall, and in particular program areas? Overrepresented? 2. Are there additional enrollment discrepancies related to high-wage, high-skill occupations? 3. What barriers currently exist that prevent special population groups from accessing the LEA programs? 4. How are special population groups performing in the LEA programs? 5. What accommodations, modifications, and supportive services does the LEA currently provide to ensure the success of special population groups? Which ones are most effective? Which ones are underutilized? 6. What additional accommodations, modifications, and supportive services would help ensure access and equity for all students within the LEA’s programs? | * Promotional materials * Recruitment activities for special populations * Career exploration and guidance activities for special populations * Processes for providing accommodations, modifications, and supportive services for special populations * Information on accelerated credit and credentials available for special populations * Procedures for work-based learning for special populations * Data on participation and performance for special populations students * Findings from the root causes and strategies analysis from the Student Performance component from the [National Alliance for Partnerships in Equity](https://napequity.org/) * Findings from surveys/focus groups with students, parents (if applicable), and community organizations that represent special populations |
| **Alignment to Labor Market Information** | 1. Are the LEA CTE program offerings broad enough to expose students to all the in-demand industry sectors or occupations in its region? 2. What industries are projected to grow the most in the LEA local area? What occupations? 3. How do the LEA CTE program enrollments match projected job openings? Where are the biggest gaps? 4. What are the emerging occupations in the LEA’s area to which students should be exposed? 5. What skill needs have industry partners identified as lacking in the LEA programs? 6. Which graduates of the LEA programs are thriving in the labor market, and why? 7. What opportunities exist in the LEA local labor market for students with disabilities, English learners, or other special populations? | * Results of any available gap analysis on educational outcomes and employment needs (from the state or separately commissioned) * State- and locally-defined lists of in-demand industry sectors and/or occupations based on State, regional and local labor market information * Real-time job postings data from online search engines * Input from business and industry representatives, with particular reference to opportunities for special populations * Alumni employment and earnings outcomes from the EDD, or findings from a follow-up survey of alumni |
| **SIZE** | Definitions of size typically look at the parameters/resources that affect whether the program can adequately address student-learning outcomes.  Are there enough students entering each pathway and continuing in each pathway to run at least one section of the capstone course without double-rostering (having both the concentrator course and the capstone course in the same class during the same period taught by the same teacher)?   * For an averaged sized school, double-rostering can only be used as a temporary tool, for example, for one year as a new program is growing or an old program is closing. * For a very small school, it can be appropriate to use double-rostering as a permanent solution. | * Total number of program areas, and number of courses within each program area * Total number of students who could be served by the eligible recipient, aggregate and disaggregated * CTE participant and concentrator enrollments for the past several years, aggregate and disaggregated * CTE course enrollments for the past several years * Number of students applying to your programs, if applicable * Number of students on waiting lists, if applicable * Survey results assessing student interest in particular CTE programs |
| **SCOPE** | Definitions of scope typically refer to program sequencing, from introductory to more advanced curriculum; linkages between secondary and postsecondary education; and the program’s ability to address the full breadth of the subject matter. | * Documentation of course sequences and aligned curriculum * Credit transfer agreements * Data on student retention and transition to postsecondary education within the program of study * Descriptions of dual/concurrent enrollment programs, and data on student participation * Data on student attainment of credentials and articulated credit * Curriculum standards that show depth and breadth of programs * Opportunities for extended learning within and across programs of study |
| **Quality** | These definitions may address generally whether programs have the ability to impart to students the skills and knowledge necessary for success; or may include specific criteria such as implementation of a continuous improvement plan, presence of an advisory committee/stakeholder group or evidence of teacher/faculty qualifications. | A wide variety of materials can inform this evaluation. In addition to the materials listed throughout this document, it would be appropriate to consult curriculum standards and frameworks, lesson plans, assessments, partnership communications and engagement activities, safety requirements, work-based learning procedures, Career Technical Student Organization activities and alignment, data collection mechanisms and program improvement processes. |

### Appendix B: Size Scope, and Quality Analysis

**Pathway Program:** [Add text here] **Industry Sector:** [Add text here]

| Description | FY 2019–20 | FY 2018–19 | FY 2017–18 | Average |
| --- | --- | --- | --- | --- |
| Number of Career Technical Education (CTE) Students Enrolled | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| Minimum Class Size | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| Number of Dual Enrollment Opportunities | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| Number of CTE Instructors | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| Number of Instructors with Industry Credentials | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| Number of CTE Counselors | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| Number of Career Pathways | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| Number of Articulations | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| Existence of Work-Based Learning (Yes/No) | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| Number of Credentials Awarded | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| Number of Classes Aligned with Industry | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| Number of Apprenticeships | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| Number of Job Openings | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| Advisory Committee (Yes/No) | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| Number of Non-Traditional (as defined by Perkins V) Students Enrolled in CTE courses | [Add text here] | [Add text here] | [Add text here] | [Add text here] |

### Appendix C: Industry Sector Analysis of Size, Scope, and Quality

**Directions:** Use this proposed table to gather data about each industry sector, being offered by the LEA, for the most recent program year.

**Program Year:** 2020–21

| Industry Sector | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Agriculture and Natural Resources | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| Arts, Media, and Entertainment | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| Building and Construction Trades | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| Business and Finance | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| Education, Child Development, and Family Services | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| Energy, Environment, and Utilities | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| Engineering and Architecture | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| Fashion and Interior Design | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| Health Science and Medical Technology | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| Hospitality, Tourism, and Recreation | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| Information and Communication Technologies | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| Manufacturing and Product Development | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| Marketing, Sales, and Services | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| Public Services | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |
| Transportation | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |

Column Titles:

1. Number of career technical education (CTE) Students
2. Minimum Class Size
3. Number of Dual Enrollment Opportunities
4. Number of CTE Instructors
5. Number of Counselors
6. Number of Articulations
7. Number of Credentials Awarded
8. Number of Job Openings (Yes/No)
9. Advisory Committee
10. Number of non-traditional (as defined by Perkins V) Students

### Appendix D: Definitions

Definitions from the Perkins V law.

(1) **ADMINISTRATION**. —The term ‘administration’, when used with respect to an eligible agency or eligible recipient, means activities necessary for the proper and efficient performance of the eligible agency or eligible recipient’s duties under this Act, including the supervision of such activities. Such term does not include curriculum development activities, personnel development, or research activities.

(2) **ALL ASPECTS OF INDUSTRY**. —The term ‘all aspects of an industry’ means strong experience in, and comprehensive understanding of, the industry that the individual is preparing to enter.

(3) **AREA CAREER AND TECHNICAL EDUCATION SCHOOL**. —The term ‘area career and technical education school’ means—(A) a specialized public secondary school used exclusively or principally for the provision of career and technical education to all individuals who are available for study in preparation for entering the labor market; (B) the department of a public secondary school exclusively or principally used for providing career and technical education in not fewer than 3 different fields that are available to all students, especially in high-skill, high-wage, or in-demand industry sectors or occupations; (C) a public or nonprofit technical institution or career and technical education school used exclusively or principally for the provision of career and technical education to individuals who have completed or left secondary school and who are available for study in preparation for entering the labor market, if the institution or school admits, as regular students, individuals who have completed secondary school and individuals who have left secondary school; or (D) the department or division of an institution of higher education, that operates under the policies of the eligible agency and that provides career and technical education in not fewer than 3 different occupational fields leading to immediate employment but not necessarily leading to a baccalaureate degree, if the department or division admits, as regular students, both individuals who have completed secondary school and individuals who have left secondary school.

(4) **ARTICULATION AGREEMENT**. —The term ‘articulation agreement’ means a written commitment—(A) that is agreed upon at the State level or approved annually by the lead administrators of—(i) a secondary institution and a postsecondary educational institution; or (ii) a subbaccalaureate degree granting postsecondary educational institution and a baccalaureate degree granting postsecondary educational institution; and (B) to a program that is—(i) designed to provide students with a nonduplicative sequence of progressive achievement leading to technical skill proficiency, a credential, a certificate, or a degree; and (ii) linked through credit transfer agreements between the 2 institutions described in clause (i) or (ii) of subparagraph (A) (as the case may be).

(5) **CAREER AND TECHNICAL EDUCATION**. —The term ‘career and technical education’ means organized educational activities that—(A) offer a sequence of courses that—(i) provides individuals with rigorous academic content and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions, which may include high-skill, high-wage, or in-demand industry sectors or occupations, which shall be, at the secondary level, aligned with the challenging State academic standards adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965; (ii) provides technical skill proficiency or a recognized postsecondary credential, which may include an industry-recognized credential, a certificate, or an associate degree;(iii) may include prerequisite courses (other than a remedial course) that meet the requirements of this subparagraph; (B) include competency-bas4ed, work-based, or other applied learning that supports the development of academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual; (C) to the extent practicable coordinate between secondary and postsecondary education programs through programs of study, which may include coordination through articulation agreements, early college high school programs dual or concurrent enrollment program opportunities, or other credit transfer agreements that provide postsecondary credit or advanced standing; and (D) may include career exploration at the high school level or as early as the middle grades (as such term is defined in section 8101 of the Elementary and Secondary Education Act of 1965).

(6) **CAREER AND TECHNICAL STUDENT ORGANIZATION**. —(A) In general. —The term career and technical student organization’; means an organization for individuals enrolled in a career and technical education program that engages in career and technical education activities as an integral part of the instructional program. (B) State and National Units. —An organization described in subparagraph (A) may have State and national units that aggregate the work and purposes of instruction in career and technical education at the local level.

(7) **CAREER GUIDANCE AND ACADEMIC COUNSELING**. —The term ‘career guidance and academic counseling’ means guidance and counseling that—(A) provides access for students (and, as appropriate, parents and out-of-school youth) to information regarding career awareness exploration opportunities, and planning with respect to an individual’s occupational and academic future; (B) provides information to students (and, as appropriate, parents and out-of-school youth) with respect to career options, financial aid, job training, secondary and postsecondary options (including associate and baccalaureate degree programs), dual or concurrent enrollment programs, work-based learning opportunities, early college high schools, financial literacy, and support services, as appropriate; and (C) may provide assistance for special populations with respect to direct support services that enable students to persist in and complete career and technical education, programs of study, or career pathways.

(8) **CAREER PATHWAYS**. —The term ‘career pathways’ has the meaning given the term in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102).

(9) **CHARTER SCHOOL**. —The term ‘charter school’ has the meaning given the term in section 4310 of the Elementary and Secondary Education Act of 1965.

(10) **COOPERATIVE EDUCATION**. —The term ‘cooperative education’ means a method of education for individuals who, through written cooperative arrangements between a school and employers, receive instruction, including required rigorous and challenging academic courses and related career and technical education instruction, by alternation of study in school with a job in any occupational field, which alternation—(A) shall be planned and supervised by the school and employer so that each contributes to the education and employability of the individual; and (B) may include an arrangement in which work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative program.

(11) **CREDIT TRANSFER AGREEMENT**. —The term ‘credit transfer agreement’ means a formal agreement, such as an articulation agreement, among and between secondary and postsecondary education institutions or systems that grant students transcripted postsecondary credit, which may include credit granted to students in dual or concurrent enrollment programs, early college high school, dual credit, articulated credit, and credit granted on the basis of performance on technical or academic assessments.

(12A) **CTE COMPLETER**. —As defined by the California College and Career Indicator and the Data Dashboard, a CTE Completer in is a student who completes at least 300 hours of course sequence in an industry pathway, and the sequence includes the capstone course; and the CTE student receives a grade of C- or better in the capstone course.

(12B) **CTE CONCENTRATOR**. —The term ‘CTE concentrator’ means—(A) at the secondary school level, a student served by an eligible recipient who has completed at least 2 courses in a single career and technical education program or program of study; and (B) at the postsecondary level, a student enrolled in an eligible recipient who has—(i) earned at least 12 credits within a career and technical education program or program of study; or (ii) completed such a program if the program encompasses fewer than 12 credits or the equivalent in total.

As defined in the Federal Perkins V State Plan, a CTE Concentrator in California is a CTE student who completes at least 300 hours of course sequence in an industry pathway, and the sequence includes the capstone course; and the CTE student receives a grade of C- or better in the capstone course.

In California, the federal Perkins V definition of CTE concentrator is identical to the state definition of a CTE Completer.

(13) **CTE PARTICIPANT**. —The term ‘CTE participant’ means an individual who completes no less than one course in a career and technical education program or program of study of an eligible recipient.

(14) **DIRECTOR**. —The term ‘Director’ means the Director of the Institute of Education Sciences.

(15) **DUAL OR CONCURRENT ENROLLMENT**. —The term ‘dual or concurrent enrollment’ has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965.

(16) **EARLY COLLEGE HIGH SCHOOL**. —The term ‘early college high school’ has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965.

(17) **EDUCATIONAL SERVICE AGENCY**. —The term ‘educational service agency’ has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965.

(18) **ELIGIBLE AGENCY**. —The term ‘eligible agency’ means a State board designated or created consistent with State law as the sole State agency responsible for the administration of career and technical education in the State or for the supervision of the administration of career and technical education in the State.

(19) **ELIGIBLE ENTITY**. —The term ‘eligible entity’ means a consortium that includes the following; (A) representatives of not less than 2 of the following categories of entities, 1 of which shall serve as the fiscal agent for the consortium: (i) a local educational agency or consortium of such agencies. (ii) an educational service agency serving secondary school students. (iii) an area career and technical education school or a consortium of such schools. (iv) an Indian Tribe, Tribal organization, or Tribal education agency. (v) an institution of higher education whose most common degree awarded is an associate degree, or a consortium of such institutions. (vi) an institution of higher education whose most common degree awarded is a bachelor’s or higher degree, or a consortium of such institutions. (vii) a State educational agency. (B) One or more business or industry representative partners, which may include representatives of local or regional businesses or industries, including industry or sector partnerships in the local rea, local workforce development boards, or labor organizations. (C) One or more stakeholders, which may include—(i) parents and students; (ii) representatives of 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 (20 U.S.C. 6472)); (iii) representatives of Indian tribes and Tribal organizations, where applicable; (iv) representatives of minority-serving institutions (as described in paragraphs (1) through (7) of section 371(a) of the Higher Education Act of 1965 (20 U.S.C. 1067q(a)), where applicable; (v) representatives of special populations; (vi) representatives of adult career and technical education providers; or (vii) other relevant community stakeholders.

(20) **ELIGIBLE INSTITUTION**. —The term ‘eligible institution’ means—(A) a consortium of 2 or more of the entities described in subparagraphs (B) through (F); (B) a public or nonprofit private institution of higher education that offers and will use funds provided under this title in support of career and technical education courses that lead to technical skill proficiency or a recognized postsecondary credential, including an industry-recognized credential, a certificate, or an associate degree; (C) a local educational agency providing education at the postsecondary level; (D) an area career and technical education school providing education at the postsecondary level; (E) an Indian Tribe, Tribal organization, or Tribal education agency that operates a school or may be present in the State; (F) a postsecondary educational institution controlled by the Bureau of Indian Education or operated by or on behalf of any Indian Tribe that is eligible to contract with the Secretary of the Interior for the administration of programs under the Indian Self Determination and Education Assistance Act (25 U.S.C. 5301 et seq.) or the Act of April 16, 1934 (25 U.S.C. 5342 et seq.) (G) a tribally controlled college or university; or (H) an educational service agency.

(21) **ELIGIBLE RECIPIENT**. —The term ‘eligible recipient’ means—(A) a local educational agency (including a public charter school that operates as a local educational agency), an area career and technical education school, an educational service agency, an Indian Tribe, Tribal organization, or Tribal educational agency, or a consortium, eligible to receive assistance under section 131; or (B) an eligible institution or consortium of eligible institutions eligible to receive assistance under section 132.

(22) **ENGLISH LEARNER**. —The term ‘English learner’ means—(A) a secondary school student who is an English learner, as defined in section 8101 of the Elementary and Secondary Education Act of 1965; or (B) an adult or an out-of-school youth who has limited ability in speaking, reading, writing, or understanding the English language and—(i) whose native language is a language other than English; or (ii) who lives in a family environment or community in which a language other than English is the dominant language.

(23) **EVIDENCE-BASED**. —The term ‘evidence-based’ has the meaning given the term in section 8101(21)(A) of the Elementary and Secondary Education Act of 1965.

(24) **GOVERNOR**. —The term ‘Governor’ means the chief executive officer of a State.

(25) **HIGH SCHOOL**. —The term ‘high school’ has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965.

(26) **IN-DEMAND INDUSTRY SECTOR OR OCCUPATION**. —The term ‘in-demand industry sector or occupation’ has the meaning given the term in section 3 of the workforce Innovation and Opportunity Act (29 U.S.C. 3102).

(27) **INDIAN; INDIAN TRIBE**. —The terms ‘Indian’ and ‘Indian Tribe’ have the meanings given the terms ‘Indian’ and ‘Indian Tribe,’ respectively, in section 4 of the Indian Self-Determination and Education Assistance Act (25 U.S.C. 5304).

(28) **INDIVIDUAL WITH A DISABILITY**. — (A) In general. —The term ‘individual with a disability’ means an individual with any disability (as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102)).

(B) **INDIVIDUALS WITH DISABILITIES**. —The term ‘individuals with disabilities’ means more than 1 individual with a disability.

(29) **INDUSTRY OR SECTOR PARTNERSHIP**. —The term ‘industry or sector partnership’ has the meaning given the term in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102).

(30) **INSTITUTION OF HIGHER EDUCATION**. —The term ‘institution of higher education’ has the meaning given the term in section 101 of the Higher Education Act of 1965.

(31) **LOCAL EDUCATIONAL AGENCY**. —The term ‘local educational agency’ has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965.

(32) **LOCAL WORKFORCE DEVELOPMENT BOARD**. —The term ‘local workforce development board’ means a local workforce development board established under section 107 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3122).

(33) **NON-TRADITIONAL FIELDS**. —The term ‘non-traditional fields’ means occupations or fields of work, such as careers in computer science, technology, and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

(34) **OUTLYING AREA**. —The term ‘outlying area’ means the United States Virgin Islands, Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, and the Republic of Palau.

(35) **OUT-OF-SCHOOL YOUTH**. —The term ‘out-of-school youth’ has the meaning given the term in section 3 of the workforce Innovation and Opportunity Act (29 U.S.C. 3102).

(36) **OUT-OF-WORKFORCE INDIVIDUAL**.—The term ‘out-of-workforce individual’ means—(A) an individual who is a displaced homemaker, as defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102); or (B) an individual who—(i)(I) has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills; or (II) is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et. seq.) not later than 2 years after the date on which the parent applies for assistance under such title; and (ii) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

(37) **PARAPROFESSIONAL**. —The term ‘paraprofessional’ has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965.

(38) **PAY FOR SUCCESS INITIATIVE**. —(A) In general.—Subject to subparagraph (B), the term ‘pay for success initiative’ means a performance-based grant, contract, or cooperative agreement awarded by a State or local public entity (such as a local educational agency) to a public or private non-profit entity—(i) in which a commitment is made to pay for improved outcomes that result in increased public value and social benefit to students and the public sector, such as improved student outcomes as evidenced by the indicators of performance described in section 113(b)(2), and direct cost savings or cost avoidance to the public sector; and(ii) that includes (I) a feasibility study on the initiative describing how the proposed intervention is based on evidence of effectiveness; (II) a rigorous, third-party evaluation that uses experimental or quasi experimental design or other research methodologies that allow for the strongest possible causal inferences to determine whether the initiative has met its proposed outcomes; (III) an annual, publicly available report on the progress of the initiative; and(IV) a requirement that payments are made to the recipient of a grant, contract, or cooperative agreement only when agreed upon outcomes are achieved, except that the entity may make payments to the third party conducting the evaluation described in subparagraph (II). (B) Exclusion.—the term ‘pay for success initiative’ does not include any initiative that—(i) reduces the special education or related services that a student would otherwise receive under the Individuals with Disabilities Education Act; or (ii) otherwise reduces the rights of a student or the obligations of an entity under the Individuals with Disabilities Education Act, the Rehabilitation Act of 1973 (29 U.S.C. 701 et seq.), the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.), or any other law.

(39) **POSTSECONDARY EDUCATIONAL INSTITUTION**. —The term ‘postsecondary educational institution’ means—(A) an institution of higher education that provides not less than a 2-year program of instruction that is acceptable for credit toward a bachelor’s degree; (B) a tribally controlled college or university; or (C) a nonprofit educational institution offering certificate or other skilled training programs at the postsecondary level.

(40) **PROFESSIONAL DEVELOPMENT**. —The term ‘professional development’ means activities that—(A) are an integral part of eligible agency, eligible recipient, institution, or school strategies for providing educators (including teachers, principals, other school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals) with the knowledge and skills necessary to enable students to succeed in career and technical education, to meet challenging State academic standards under section 1111(b)(1) of the Elementary and Secondary Education Act, or to achieve academic skills at the postsecondary level; and (B) are sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused, to the extent practicable evidence-based, and may include activities that—(i) improve and increase educators’—(I)knowledge of the academic and technical subjects; (II) understanding of how students learn; and (III) ability to analyze student work and achievement from multiple sources, including how to adjust instructional strategies, assessments, and materials based on such analysis; (ii) are an integral part of eligible recipients’ improvement plans; (iii) allow personalized plans for each educator to address the educator’s specific needs identified in observation or other feedback; (iv) support the recruitment, hiring, and training of effective educators;’ including educators who became certified through State and local alternative routes to certification; (v) advance educator understanding of—(I) effective instructional strategies that are evidence-based; and (II) strategies for improving student academic and technical achievement or substantially increasing the knowledge and teaching skills of educators; (vi) are developed with extensive participation of educators, parents, students, and representatives of Indian Tribes (as applicable, of schools and institutions served under this Act; (vii) are designed to give educators of students who are English learners in career and technical education programs or programs of study the knowledge and skills to provide instruction and appropriate language and academic support services to those students, including the appropriate use of curricula and assessments; (viii) as a whole, are regularly evaluated for their impact on increased educator effectiveness and improved student academic and technical achievement, with the findings of the evaluations used to improve the quality of professional development; (ix) are designed to give educators of individuals with disabilities in career and technical education programs or programs of study the knowledge and skills to provide instruction and academic support services to those individuals, including positive behavioral interventions and supports, multi-tier system of supports, and use of accommodations; (x) include instruction in the use of data and assessments to inform and instruct classroom practice;

(xi) include instruction in ways that educators may work more effectively with parents and families; (xii) provide follow-up training to educators who have participated in activities described in this paragraph that are designed to ensure that the knowledge and skills learned by the educators are implemented in the classroom; (xiii) promote the integration of academic knowledge and skills and relevant technical knowledge and skills, including programming jointly delivered to academic and career and technical education teachers; or (xiv) increase the ability of educators providing career and technical education instruction to stay current with industry standards.

(41) **PROGRAM OF STUDY**. —The term ‘program of study’ means 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.

(42) **QUALIFIED INTERMEDIARY**. —The term ‘qualified intermediary’ means a non-profit entity that may be part of an industry or sector partnership, that demonstrates expertise in building, connecting, sustaining, and measuring partnerships with entities such as employers, schools, community-based organizations, postsecondary institutions, social service organizations, economic development organizations, Indian tribes or Tribal organizations, and workforce systems to broker services, resources, and supports to youth and the organizations and systems that are designed to serve youth, including—(A) connecting employers to classrooms; (B) assisting in the design and implementation of career and technical education programs and programs of study; (C) delivering professional development;(D) connecting students to internships and other work-based learning opportunities; and (E) developing personalized student supports.

(43) **RECOGNIZED POSTSECONDARY CREDENTIAL**. —The term ‘recognized postsecondary credential’ has the meaning given the term in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102).

(44) **SECONDARY SCHOOL**. —The term ‘secondary school’ has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965.

(45) **SECRETARY**. —The term ‘secretary’ means the Secretary of Education.

(46) **SPECIALIZED INSTRUCTIONAL SUPPORT PERSONNEL**. —The term ‘specialized instructional support personnel’ has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965.

(47) **SPECIALIZED INSTRUCTIONAL SUPPORT SERVICES**. —The term ‘specialized instructional support services’ has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965.

(48) **SPECIAL POPULATIONS**. —The term ‘special populations’ means— (A) individuals with disabilities; (B) individuals from economically disadvantaged families, including low-income youth and adults; (C) individuals preparing for non-traditional fields; (D) single parents, including single pregnant women; (E) out-of-workforce individuals; (F) English learners; (G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a); (H) youth who are in, or have aged out of, the foster care system; and(I) youth with a parent who—(i) is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and (ii) is on active duty (as such term is defined in section 101(d)(1) of such title).

(49) **STATE**. —The term ‘State’, unless otherwise specified, means each of the several States of the United States, the District of Columbia, the Commonwealth of Puerto Rico, and each outlying area.

(50) **SUPPORT SERVICES**. —The term ‘support services’ means services related to curriculum modification, equipment modification, classroom modification, supportive personnel (including paraprofessionals and specialized instructional support personnel), and instructional aids and devices.

(51) **TRIBALLY CONTROLLED COLLEGE OR UNIVERSITY**. —The term ‘tribally controlled college or university’ has the meaning given the term in section 2(a) of the Tribally Controlled College or University Assistance Act of 1978 (25 U.S.C. 1801(a)).

(52) **TRIBALLY CONTROLLED POSTSECONDARY CAREER AND TECHNICAL INSTITUTION**. —The term ‘tribally controlled postsecondary career and technical institution’ means an institution of higher education (as defined in section 101 of the Higher Education Act of 1965, except that subsection (a)(2) of such section shall not be applicable and the reference to Secretary in subsection (a)(5) of such section shall be deemed to refer to the Secretary of the Interior) that—(A) is formally controlled, or has been formally sanctioned or chartered, by the governing body of an Indian Tribe or Indian Tribes; (B) offers a technical degree or certificate granting program; (C) is governed by a board of directors or trustees, a majority of whom are Indians; (D) demonstrates adherence to stated goals, a philosophy, or a plan of operation, that fosters individual Indian economic and self-sufficiency opportunity, including programs that are appropriate to stated Tribal goals of developing individual entrepreneurships and self-sustaining economic infrastructures on reservations or tribal lands; (E) has been in operation for at least 3 years; (F) holds accreditation with or is a candidate for accreditation by a nationally recognized accrediting authority for postsecondary career and technical education; and (G) enrolls the full-time equivalent of not less than 100 students, of whom a majority are Indians.

(53) **TRIBAL ORGANIZATION**. —The term ‘tribal organization’ has the meaning given the term ‘tribal organization’ in section 4 of the Indian Self-Determination and Education Assistance Act (25 U.S.C. 5304).

(54) **UNIVERSAL DESIGN FOR LEARNING**. —The term ‘universal design for learning’ has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965.

(55) **WORK-BASED LEARNING**. —The term ‘work-based learning’ means sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction.

1. . The Federal Perkins V State Plan Portal will allow an eligible grant recipient to include as many “other program” quality indicators as they choose. [↑](#footnote-ref-1)