

DQI JAMBOARD

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How has the CLNA process impacted program quality in your state?

Unknown - Increased stakeholder engagement

Unknown - Diversity in CTE teachers/staff and professional development

Unknown - Increased involvement of business and industry

Unknown - Awareness increased of gaps in stakeholder groups

Unknown - I think there is more consideration given to those programs that will impact the economy of the state

Unknown - Good afternoon!

Unknown - Increased in use of Career Clusters

Unknown - Supported refocusing of expenditures

Unknown - Promoted rethinking of CTE

Unknown - Lost eligible recipients

CO - Love CLNA! We do ours regionally and have seen a variety of program shifts (new, closing), collaborations across districts, & stronger sec/postsec partnerships

DE – Districts happy to have access to the data – still getting our feet with how to utilize it

FL - At the college and district level, agencies have closed programs that did not meet labor market demand

IL - Grantees struggles to spend all of their money. Also looking at the Data more closely than we have every done before

IL - Schools are able to "dig deeper" into what it means to have quality program(s), funding decisions are now based on the data from the CLNA/LNA

IL - Increased stakeholder involvement especially down to the school/district level with much more industry input

IN - Fostered new relationships with local businesses and stakeholders

IA - The process has helped align and consolidate CIPS across programs and establish a robust five-year POS review and this extends beyond Perkins-approved programs. This now is a requirement for all CTE (highlighted - not sure this is with IA)

KS - We now use the CLNA as part of the new pathway (secondary) and new program (postsecondary) application process

LA - The CLNA has allowed us to more fully align programs with workforce including offering more short-term non-credit trainings that may be transferred to longer, credit programs

MN - Folks are developing stronger relationships with local partners. That said, we plan to engage in more TechAssist for our Perkins leaders this year in preparation for the next CLNA cycle

MN - The CLNA process has enabled local recipients to focus on signature programs unique to their regions. It also has made it possible to refine our programs of study

MT - Schools seem to still be struggling with understanding how the CLNA can be used to improve their program. Have seen a greater connect between spending and program resources to areas of need for CTE in Montana

NE - It has made our LEAs more aware of what programs they are offering to align with business

NJ – It has led to opening new programs, closing programs and a much stronger alignment with industry

NJ – CLNA allowed for collaboration and alignment between secondary and postsecondary at a county level

NJ – Getting away from generic 3rd party technical skill assessments and more industry credentials and college credit. Also, stronger communication between NJDOE AND NJ Department of Labor

NY - In New York, the quality of collaboration has increased as well.

NY - Programs are now better able to look at their student-level data and make decisions about the programs accordingly. In addition our program approval process has been modified to assist schools in looking at some of the necessary information for their CLNAs.

NV - Improved alignment with high skill, high wage, in-demand due to stakeholder engagement

NV - There was not a huge change in round one, but in round two we've revamped the format and districts are asking more questions about the value of their programs and how they can be improved

NC - most directors indicate an increased awareness of CTE and a focus on the relationships between all stakeholders

ND - We haven't seen a big difference mainly due to this being the first CLNA, but schools have definitely become more aware of a need for or not a need for programs. We are also seeing more collaborations and partnerships developing

ND - It didn't seem to impact us a lot. We provided several trainings to groups as well as individual help through teams. I think we actually reached more people due to the fact that we only had the option of virtual. Reaching stakeholders was a bit of a challenge, advisory committees meeting virtually helped close the gap

OK - It has been a tremendous tool to assist our schools in identifying gaps and informing funding decisions.

OR - Alignment of Program quality rubric to CLNA to program renewal

OR - I think as the first run-through it might not have had a big impact on program quality - but collaboration and awareness has definitely increased

OR - I think it has also brought more attention to stakeholder engagement as an on-going process

OR - I am new to my position, but I believe that it has helped to get folks thinking about what the needs are BEFORE they do their planning process

PA - Increase Stakeholders engagement; awareness of the gaps in student groups; more involvement from business and industry; diversity in staff/ CTE teachers; and professional development

RI - Districts appreciated the opportunity to review and reflect on data on how best to enhance equity and quality. With a very active CTE Board plus CLNA our program quality is improving. RI - State has business rules and CTE Program audit for all approved CTE programs is in a planning phase

RI CTE partners with RI DLT, RI Commerce

RI - The CLNA is leading to a full blown CTE program audit including ROI

SC - Secondary and postsecondary collaborations have strengthened. Many Technical Colleges are offering dual credit CTE programs and providing access to equipment and facilities for HS students

SC - The CLNA process has brought together collaboration

SC - South Carolina: Stronger alignment with local plans and labor market. The Perkins V focus on labor market alignment has led to implementation of programs in SC high demand sectors-Transportation, Distribution & Logistics, Aerospace, Manufacturing, Computer Science/Cyber Security

SC - The South Carolina CLNA process brought collaborations to the forefront – sharing best practices among schools, across districts and regions and between postsecondary and secondary institutions (stronger through-lines)

SC - SC CTE PR Campaign videos bring more awareness and Business and industry engagement

SC - SC Office of CTE and Office of Special Education Services are collaborating to address Special Populations in CTE data

TX - The CLNA process has assisted districts in developing a more focused plan to align expenditures with areas of opportunities

TX - Better alignment of programs of study offered in local school districts with local industry needs

TX - Great opportunity for State staff to see what is happening in the field

UT - Our LEAs have been working together at the region level.

VT- expects to see more program impact in this year's CLNA process due to restructuring of CLNA and more targeted technical assistance/training to Perkins subrecipients

VT - CLNA has helped identify need for revised state program outcome expectations (e.g. all approved CTE electrical programs must be aligned with state registered apprenticeship program; all cosmetology programs must provide enough hours for students to meet state licensure requirements)

WY - I'm stepping in for my Director, who is familiar with this process. I don't have any experience yet - entering my third month in CTE as the Perkins Grants Manager :) Learning from you all!

What do you intend to do differently when updating CLNAs in advance of the third program year under your Perkins State Plan?

Unknown - Don't have plans to do anything differently

Unknown - We have modified the CLNA to include more data, requesting more specific workforce data, and helping stakeholders to connect data elements to actions and expenditures in the local application plan

Unknown - We are still examining how effective the current CLNA is working and will consider changes at a later time

AR - Share labor market demands, demographics by county with local applicants

CO - Regions are meeting now. Asking regions to lean in on what they did last time and focus on areas they haven't been able to address in the first 2 years of the process

CT - Do a workshop on aggregating data

DE - 1) Better center equity and 2) use postsecondary data to support secondary decision making

FL - We are revising our template for reporting of Perkins fundable programs, SSQ and CLNA review to simplify the process of review. We are also considering discontinuing the use of one of our primary LMA sources, linkage to Enterprise Florida sectors, due to perceived ambiguity around program linkage to the sectors

IL - We developed a data dashboard for grantees to use that has three years to see trends as well

IL - We are updating our Program Data Review which is at the school level. This update is tied to the questions regarding size, scope, and quality

IN - We more closely aligned the CLNA questions to the local application to assist the LEA's with a more streamlined process and less duplicative work for efficiency

KS - We did not have disaggregated special population data available in the last round, so we are very excited to have the data for evaluation available this time around

LA - This year we will have regions submit their CLNA earlier to assist with funding needs at the secondary level. We are also working with regional leads to develop dashboards or data spreadsheets to assist with CLNA discussions

MN - Also have "real" Perkins V data/reporting available for this time (vs. the first CLNA)

MN - Just had a session today to ask coordinators for input as to how state staff can help them through the process - changes to template, professional development, etc.

MN – Professional Development is happening now in order to prepare local Perkins leaders for the information they need to gather. Also, materials are being developed to help them gather and compile information. We have a lot of data, so, there needs to be a way to organize the information to help guide decisions

MN - We plan to provide additional resources to local recipients to help them with conducting their CLNAs. This will include a revised CLNA template and a "rubric" to determine next steps in how to address priorities. We are also providing sample surveys for various stakeholder groups and contracting with a 3rd party to provide regional LMI within the state of MN

MT - Use examples of good CLNAs and how they helped improve their school's program to demonstrate its usefulness to schools that are reluctant to complete a CLNA

NE - Strong intentionality behind PD, as well as strengthen consistent communication and engagement with all stakeholders.

Continuing to hone ways to help both in person and virtually

NE - We have updated the template asking LEAs to focus on their data and ask how their programs have improved their student outcomes

NJ - We would like to have more time spent analyzing data

NJ - We would also like to host more regional sessions for our school districts related to CLNA elements

NV - We revised the tool and directions/guide provided to LEAs to conduct CLNA, additional technical assistance hours for LEAs, connected parts of the CLNA Guide to state required district/school improvement plans to improve alignment, and increased focus of looking at internal gaps vs. gaps to overall state data

NV - Tons of changes to help get districts thinking about their programs. New/revamped guidance really asking districts to dig into their data, more of a focus to get districts to incorporate student voice, more trainings/guidance for LEAs

NY - Not necessarily a change on the CLNA but improved technical support and PD on the process throughout the time frame districts are working on the CLNA

NY - our technical assistance center has a thorough PD series on the CLNA process spread out over several months depending on where recipients should be

NY - We condensed our CLNA and summary document into a single spreadsheet. We also developed additional guidance material and embedded it into our CLNA

NY - We added directions within our CLNA workbook and also provided examples and auto fill areas to better assist schools with the template

NC - Start the process sooner - focus on indicators that received low scores in the first round

OK - We plan to meet with our schools in trainings to share best practices. May facilitate stakeholder meetings and look for ways to increase stakeholder involvement

OR - We are also trying to collaborate with other federal and state initiatives to align similar processes

OR - We will be providing additional guidance on how to conduct a CLNA

OR - We are partnering with the Employment Department to build a new dashboard limited to trends and growth in high-wage, in-demand, high-skill occupations in our state

OR - have built data dashboards that are easier for layman to view and understand. Don't have to sift through immense data to get the idea.

OR - streamlined the process and required responses

OR - built rubrics to demonstrate expectations for responses

OR - used workgroup of stakeholders to redesign CLNA

OR - Clarify expectations, lots of PD around stakeholder engagement in ongoing input

OR - Year-long lunch and learns on different sections of the CLNA

RI - Refine the state CLNA to limit redundant questions. RI is driven by data but the CLNA is "supporting" reflection when the data story is not the best

SC - SCDE is developing an Online Platform for the 2022 CLNA which will allow for public viewing on our website. The 2020 CLNA was submitted using an MS Word template and teams used shared drives for all access.

SC - SCDE: OSES/OCTE Task Force

SC -

UT - As we have more data, we can see trends and use the data when doing CLNA

TX - For the most part it will remain the same, but we have rephrased some questions to guide districts to focus on sub-pops when developing their plans of action

TX - Updating some of the questions to include more specificity in responses

VT - CLNA process was weaker than we wanted first time around, in large part due to COVID, but also due to subrecipient failure to fully commit to the process. We have revised our process and are providing new data collection and analysis tools for subrecipients to use. We are also holding monthly CLNA technical assistance sessions. And we are incorporating opportunity gap analysis in the CLNA

How has COVID-19 impacted your CLNA development process?

Unknown - Zoom meetings increased stakeholder engagement

Unknown - Assessment availability limited for indicators

AR - Slower than prior to COVID-19; but coordinators have been innovative in contacting stakeholders for their input

AR - Coordinators have become more innovative in securing stakeholder input

CO - Last time we finished just before COVID, & this time we're facilitating meetings virtually. Regions have not had a chance to fully implement what they wanted in some cases

DE - It has slowed us down but allowed us to reflect more on incorporating student voice as well as how to better use CLNA data in local narrative

FL - Simply, that gathering stake holders proved challenging, not just because of the end of physical meetings, but availability of stakeholders that were busy addressing other COVID-related challenges

IL - There has been some pushback on having to do the CLNA due to the uncertainty of stakeholder involvement as well as the lack of indicator data points

IN - It has been difficult for the districts to schedule/meet with their stakeholders and Regional Workforce Boards although a majority have now held their stakeholder meetings by adapting to Teams or Zoom

LA - Covid-19 has allowed stakeholders to develop stronger relationships because of the shared desire to strengthen employment outcomes in communities

MN - Definitely harder to get quality stakeholder engagement in the process

MN - All aspects have been impacted. Today coordinators were mentioning while they had hoped this year would be more "normal", it isn't and staff and students seem to be more overwhelmed than ever, so it's hard to decide how/when to approach them for input in the process, etc.

MN - COVID has created problems because the results of the first CLNA was immediately invalidated in some ways due to the impact of COVID. The hospitality industry is one example

NV - There were a lot of challenges in Round 1 since a lot of their priorities that were being identified shifted pretty dramatically mid-way through the process as COVID took hold. Now that there's more familiarity with virtual meetings...hopefully things will be easier this time around getting advisory committees together

NJ - Using Microsoft Teams and virtual platforms allows us to host and attend more meetings with our districts to offer support and technical assistance

OK - It has been difficult to gather stakeholder involvement during Covid. Schools have had to work virtually with business and industry / workforce partners

OR - It has taken longer to create our guidance documents and has made stakeholder engagement much more difficult

OR - No face-to-face instruction during 2020-2021; no face-to-face PD; lots of relearning and rethinking authentic, hands on CTE programming. Difficulty getting input due to workload shifting

OR - Agree with MN... about needs and goals immediately being invalidated due to the challenges associated with full time distance/ online learning

RI - Covid-19 is an ongoing challenge but that is not impacting this next phase of CLNA process

SC - People are learning to plan accordingly due to Covid and have learned to adapt

SC - Majority of the 12 SC CLNA Regional teams have started meeting virtually during the improvement phase. Some are starting to have in-person working meetings. OCTE continue to deliver presentations, technical training, resources, and updates

SC - In 2020, Covid hit around the time the CLNAs were due to the State Dept. Some teams had to distribute the CLNA for stakeholder feedback via email

SC - Some CTE programs took a hit due to social distancing and many career centers learned to break up the scheduling to allow for in-person hands-on learning. These are things we need to look at during the planning and revision phase for the 2022 CLNA

SC - We're hearing more and more businesses want to host wbl activities in-person and virtually

TX - School districts have had to be creative in soliciting Industry engagement. More virtual convenings

UT - Yes, but we've been able to leverage technology to overcome some of the challenges

VT - It was a challenge the first time around, and results were not as comprehensive as anticipated

VT - Lessons learned from the first year are informing revisions for this year to make the process more consistent throughout the state, with common data collection and analysis tools, recommended practices, and monthly TA sessions