<table>
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<th>JAMBOARD</th>
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<tbody>
<tr>
<td><strong>How has the CLNA process impacted program quality in your state?</strong></td>
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<tr>
<td>Unknown - Increased stakeholder engagement</td>
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<td>Unknown - Diversity in CTE teachers/staff and professional development</td>
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<td>Unknown - Increased involvement of business and industry</td>
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<td>Unknown - Awareness increased of gaps in stakeholder groups</td>
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<td>Unknown - I think there is more consideration given to those programs that will impact the economy of the state</td>
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<td>Unknown - Good afternoon!</td>
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<td>Unknown - Increased in use of Career Clusters</td>
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<td>Unknown - Supported refocusing of expenditures</td>
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<td>Unknown - Promoted rethinking of CTE</td>
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<td>Unknown - Lost eligible recipients</td>
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<td>CO - Love CLNA! We do ours regionally and have seen a variety of program shifts (new, closing), collaborations across districts, &amp; stronger sec/postsec partnerships</td>
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<td>DE – Districts happy to have access to the data – still getting our feet with how to utilize it</td>
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<td>FL - At the college and district level, agencies have closed programs that did not meet labor market demand</td>
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<td>IL - Grantees struggles to spend all of their money. Also looking at the Data more closely than we have every done before</td>
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<td>IL - Schools are able to &quot;dig deeper&quot; into what it means to have quality program(s), funding decisions are now based on the data from the CLNA/LNA</td>
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<td>IL - Increased stakeholder involvement especially down to the school/district level with much more industry input</td>
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<td>IN - Fostered new relationships with local businesses and stakeholders</td>
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<td>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)</td>
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<td>KS - We now use the CLNA as part of the new pathway (secondary) and new program (postsecondary) application process</td>
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<td>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</td>
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<td>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</td>
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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
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

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<th>How has COVID-19 impacted your CLNA development process?</th>
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<tr>
<td>Unknown - Zoom meetings increased stakeholder engagement</td>
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<td>Unknown - Assessment availability limited for indicators</td>
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<td>AR - Slower than prior to COVID-19; but coordinators have been innovative in contacting stakeholders for their input</td>
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<td>AR - Coordinators have become more innovative in securing stakeholder input</td>
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<td>CO - Last time we finished just before COVID, &amp; this time we're facilitating meetings virtually. Regions have not had a chance to fully implement what they wanted in some cases</td>
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<td>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</td>
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<td>FL - Simply, that gathering stakeholders proved challenging, not just because of the end of physical meetings, but availability of stakeholders that were busy addressing other COVID-related challenges</td>
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<td>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</td>
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<td>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</td>
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<td>LA - Covid-19 has allowed stakeholders to develop stronger relationships because of the shared desire to strengthen employment outcomes in communities</td>
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MN - Definitely harder to get quality stakeholder engagement in the process. 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 - 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.
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.