DQI 2020 Virtual Series

“Learn” Session:

Local Needs Assessments and Applications

September 30, 2020
WELCOME!

Sharon Lee Miller
Director, Division of Academic and Technical Education
Office of Career, Technical, and Adult Education
U.S. Department of Education
Sharon.Miller@ed.gov
(202) 245-7846
## Perkins Regional Coordinators (PRCs)

### Northwestern

José Figueroa  
(202) 245-6054  
Jose.figueroa@ed.gov

### Mid-Northern
Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, Ohio, Wisconsin

Jamelah Murrell  
(202) 245-6981  
Jamelah.murrell@ed.gov

### Northeastern
Connecticut, Maine, Massachusetts, New Hampshire, New York, Rhode Island, Vermont, Virgin Islands

Sharon Head  
(202) 245-6131  
Sharon.Head@ed.gov

### Southwestern
Arizona, Colorado, Kansas, Nebraska, New Mexico, Oklahoma, Texas, Utah

Andrew Johnson  
(202) 245-7786  
Andrew.johnson@ed.gov

### Mid-Atlantic
Delaware, District of Columbia, Maryland, New Jersey, Palau, Pennsylvania, Virginia, West Virginia

Allison Hill  
(202) 245-7775  
Allison.hill@ed.gov

### Southern
Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Puerto Rico, South Carolina, Tennessee

Marilyn Fountain  
(202) 245-7346  
Marilyn.fountain@ed.gov
DQI-20 Planning Team: State Representatives

1. Nicassia Belton – Maryland (Director of Data and Accountability)
2. Richard Kincaid – District of Columbia (State Director)
3. Wendi Morton – Utah (CTE Coordinator)
4. Elaine Perea – New Mexico (State Director)
5. Luke Rhine – Delaware (State Director)
6. Maria Swygert – South Carolina (Team Lead Federal and State Accountability and Fiscal Compliance)
7. Michael Tinsley – Tennessee (Assistant Vice Chancellor, College System of Tennessee)
RTI International Facilitators

Olivia Rice
Gwen Shaw
Laura Rasmussen Foster
Jordan Hudson
Sandra Staklis
Natassia Rodriguez Ott
John Boyette
Jessie Stadd
**DQI-20: Operationalizing Perkins V while coping with COVID-19**

**2020 Data Quality Institute (DQI) Virtual Series**

### "Connect" Session

**Who:**
- State CTE directors and staff

**Why:**
- To get a better understanding of the DQI series/meetings
- To hear about innovative strategies in state plans
- To discuss how COVID is impacting data collection

**When:**
- August 5, 2:00-4:00 ET

### "Learn" Sessions

**Who:**
- State CTE directors and staff

**Why:**
- To learn how other states are addressing challenges pertaining to the topic
- To discuss potential solutions

**When:**
1. **Aligning Perkins Data and Methods of Administration (MOA) Plans**
   (September 2, 1:00-3:00 ET)
2. **Determining Concentrator Status**
   (September 14, 2:00-4:00 ET)
3. **Quality Indicators**
   (September 23, 1:00-3:00 ET)
4. **Local Needs Assessments and Applications**
   (September 30, 12:00-2:00 ET)
5. **Data Collection for Special Populations**
   (October 7, 1:00-3:00 ET)

### "Report/Plan" Session

**Who:**
- State CTE directors and staff

**Why:**
- To provide a synthesis of and reflect on the topics from the Learn Sessions
- To identify strategies for adopting practices discussed during DQI series

**When:**
- November 5, 1:00-3:00 ET

---

**Perkins V: Accountability 101**

**Who:**
- Targeted towards new CTE staff
- No more than 200 attendees

**Why:**
- To learn about Perkins V accountability

**When:**
- August 26, 12:00-2:00 ET
SESSION AGENDA

• Welcome!
  ▪ Sharon Lee Miller, Director, Division of Academic and Technical Education (DATE), Office of Career, Technical, and Adult Education (OCTAE), U.S. Department of Education

• Local Needs Assessments in Perkins V
  ▪ Marilyn Fountain, PRC, DATE, OCTAE

• State Panel
  ▪ Nicassia Belton, Maryland
  ▪ Brian Pyles, Michigan
  ▪ Jeralyn Jargo, Minnesota
  ▪ Monique Burton, Pennsylvania

• Breakout Groups
  ▪ Led by RTI International Facilitators

• Closing Comments
  ▪ Sharon Lee Miller, Director, DATE, OCTAE
SESSION OBJECTIVES

- To provide an overview of CLNA legislation to ground the conversation and familiarize attendees who are new to Perkins V
- To provide opportunities for participants to learn how other states are implementing CLNA
- To provide opportunities to discuss CLNA tools and templates with other states
NORMS FOR VIRTUAL COLLABORATION

We agree to...

- **Be present.** We will minimize distractions and stay focused on accomplishing team tasks and goals.

- **Participate.** We will try to participate like we would in face-to-face meetings to the extent possible. We will be on video whenever possible. We will use the chat box and other Zoom features to enhance communication and the sharing of ideas and questions.

- **Support productive collaboration.** We will use a “Yes, and…” mindset to build on each other’s ideas and to address challenges as they arise.

- **Share airtime equitably.** We will listen actively and invite the contribution of all members.

- **Have grace.** We understand that working remotely can bring additional challenges. We will be professional and supportive of each other in our work together.

- **Begin and end on time.**
Zoom Technology – Meeting Controls

- Audio
  - During the whole group activities, please stay muted when not speaking.
  - You can change audio options at any time by clicking on the audio/mic button in the bottom left of your screen.

- Video
  - Turn the camera on! It helps everyone have a more engaging and productive virtual experience. You can turn the video on/off by clicking on the video button in the bottom left of your screen.
  - Put your webcam at eye level or higher – experiment for best angles.
  - Make Eye Contact - Try to look at your webcam while speaking versus the screen.

- Layout Options
  - Active Speaker View
  - Gallery View
  - Side-by-Side Mode
ZOOM TECHNOLOGY – MEETING CONTROLS (CONT’D)

- **Participants**
  - You can click on the “Participants” button to view the names of the other participants.
  - From this screen, you can also use features such as raising your hand, responding yes/no, giving a thumbs up/down, asking the speaker to go slower or faster, ask for a break, or indicate that you have stepped away momentarily.

- **Chat**
  - Click “Chat” to start an in-meeting message with participants in the meeting. The dropdown on the chat window will allow you to message Everyone, or privately message a specific participant. **Note that all chats, even private, will be saved and available to meeting staff.**

- **Reactions**
  - Click “Reactions” to “Clap” for or give “Thumbs Up” to a speaker during the meeting. **These are encouraged throughout the sessions!**
COMPREHENSIVE LOCAL NEEDS ASSESSMENTS (CLNA) IN PERKINS V

Marilyn Fountain
DATE
OCTAE
marilyn.fountain@ed.gov
To be eligible to receive financial assistance, an eligible recipient shall—

A. conduct a comprehensive local needs assessment (CLNA) related to career and technical education and include the results of the needs assessment in the local application submitted for funding; and

B. not less than once every 2 years, update such CLNA
STUDENT PERFORMANCE

Section 134(b)(2)(A)

The comprehensive local needs assessment will include an evaluation of the performance of the students served by the local eligible recipient with respect to State determined and local performance levels, including an evaluation of performance for special populations and each subgroup.
SIZE, SCOPE AND QUALITY

Section 134 (b)(2)(B)(i)

A description of how career and technical education programs offered by the eligible recipient are—
(i) sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient.”

Requires that funds made available to eligible recipients shall be used to support career and technical education programs that are of sufficient size, scope and quality.
Labor Market Alignment

Section 134 (b)(2)(B)(ii)(II)

The comprehensive local needs assessment will include a description of how CTE programs offered by the eligible recipient are aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development board or local workforce development board, including career pathways, where appropriate. The CLNA may also identify programs designed to meet local education or economic needs not identified by State boards or local workforce development boards.
The comprehensive local needs assessment will include an evaluation of progress toward the implementation of CTE programs and programs of study.
Section 134 (b)(2)(D)

The comprehensive local needs assessment will include a description of how the eligible recipient will improve recruitment, retention, and training of CTE teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.
PROGRESS TOWARDS IMPROVING ACCESS & EQUITY

A description of:

• Progress toward implementation of equal access to high-quality CTE courses and programs of study, for all students including strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;

• How they are providing programs that are designed to enable special populations to meet the local levels of performance; and

• How they are providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.
CLNA Cycle

- **July 1, 2019 – Sept 30, 2019**
  - Planning and preparation
  - Identification of data collection and analysis tools / instruments
  - Goal setting and timeline schedule (Gantt Chart)

- **Oct 1, 2019 – May 31, 2020**
  - CLNA data collection and analysis
  - Ongoing evaluation of the data collection and analysis process
  - Establishing the goals and objectives (Goals and Objectives)

- **June 1, 2020 – July 1, 2020**
  - Identification of needs
  - Identification of strategies required to overcome the needs

- **July 1, 2020 – June 30, 2021**
  - Implementation of strategies identified during the CNA review and analysis
  - Collect data to analyze the effectiveness of the strategies
  - Initiate a new CLNA cycle
At what level are the “local” needs assessments conducted?

- By district
- By community college region
- By geographic region
- At another level
STATE PANEL

Nicassia Belton, Maryland
Brian Pyles, Michigan
Jeralyn Jargo, Minnesota
Monique Burton, Pennsylvania
MARYLAND

Nicassia Belton, Ed.D.
Director of Data and Accountability for Career Programs
nicassia.belton@maryland.gov
410-767-0186
MARYLAND’S CAREER AND TECHNICAL EDUCATION
COMPREHENSIVE LOCAL NEEDS ASSESSMENT

September 30, 2020
WE ARE....

✓ Career and Technical Education
✓ Career and Technical Student Organizations: FBLA, FFA, SkillsUSA
✓ Apprenticeships
✓ STEM Education
✓ Computer Science
✓ Technology Education
✓ Financial Literacy

✓ Pathways in Technology
✓ Early College High School
✓ Dual Enrollment
✓ Curriculum Vetting
✓ Leadership Development
✓ Teacher and Principal Evaluation
✓ School Improvement
✓ Equity and Civil Rights Compliance

We are the Division of Career and College Readiness
Framework for Career and Technical Education in Maryland

Consolidated Perkins and Methods of Administration Monitoring

CTE Local Application

CTE Comprehensive Local Needs Assessment
Comprehensive Local Needs Assessment and Local Application Timeline

- **February 2020**: Trend Data and PQI Distributed
- **March/April 2020**: On Site Technical Assistance Visits
- **May 1, 2020**: Local Application/CTE Needs Assessment DUE
- **May 2020**: Technical Review of Application
- **May 2020**: Solicit Feedback from CTE Advisory Group on Application Submissions
- **June 2020**: Initial MSDE Feedback Provided
- **June/July 2020**: FINAL Local Application DUE to Receive Spending Authority July 1, 2020
Driving Access, Equity, and Program Quality

Two Sections:
- Comprehensive Local Needs Assessment (CLNA)
- Local Application

Each section has four information categories:
- Access and Equity
- Student/Program Performance
- High-Skill, High-Wage, or In-Demand
- Size, Scope, and Quality
Local Application information is collected in Excel workbooks:

1. Needs Assessment Collection Workbook
2. Local Application Collection Workbook 1 Plans of Action
3. Local Application Collection Workbook 2 Systemic Narratives
4. Financial Compliance Worksheet
Components of the Maryland’s CLNA

1. Review and Analyze Pre-Populated State-Collected Participant and Performance Data.
2. Assess Evidence of Alignment of CTE Programs of Study and Local Workforce Needs.
3. Evaluate CTE Programs Study in Size, Scope, and Quality.
4. Compile a List of Needs/Gaps to be Addressed in Local Application for Funding.
Maryland’s Joint Approach to the CLNA

Self Assessment and Collaboration

Local School Systems and Community Colleges complete Components 1-3, individually, to evaluate their programs of study and identify areas of greatest need for growth and areas of promise.

Local School Systems and Community Colleges work together to identify priority areas and discuss which needs should be addressed to provide the greatest growth opportunities for all CTE programs of study.
Secondary and Postsecondary CTE Enrollment and Performance Trend Analysis Dashboard

- Enrollment data disaggregated by student group (gender, race, and special populations) over the past three years for each local school system/college by cluster level.

- Performance data for all Perkins V Federal accountability indicators by student group (gender, race, and special populations) and by cluster level for the past three years for each local school system/college.
# CTE Enrollment Trend for Economically Disadvantaged

## Evaluating Access and Equity

Green indicates that the disparity is less than 5%,

Yellow indicates that the disparity is from 5% -to- 10%, and

Purple indicates that the disparity is more than 10%.

<table>
<thead>
<tr>
<th>Career Cluster</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Student Group in Identified Career Cluster</td>
<td>% of Student Group in all Career Clusters</td>
<td>% Equity</td>
<td>% of Student Group in Identified Career Cluster</td>
</tr>
<tr>
<td>Consumer Services Hospitality &amp; Tourism</td>
<td>36.0</td>
<td>22.0</td>
<td>14.0</td>
</tr>
<tr>
<td>Environmental Agriculture &amp; Natural Resources</td>
<td>25.4</td>
<td>22.0</td>
<td>3.5</td>
</tr>
</tbody>
</table>

![Cluster Name](image)

*Note: The cluster names are clickable and expandable, showing the enrollment trend for each career cluster.*
**CTE Performance Trend by Race, Gender, and Special Population Evaluating Performance and Program Quality**

**Green** flag - met the target all 3 yrs.

**Yellow** flag - met the target 2 of the 3 yrs.

**Red** flag - met the target percentage 1 or 0 of the 3 yrs.

Blank cells – student numbers less than 10.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>AMC</td>
<td>36.67</td>
<td>42.22</td>
<td>42.55</td>
<td></td>
<td>40.00</td>
<td>64.71</td>
<td>44.12</td>
<td>33.33</td>
<td>42.00</td>
<td>40.00</td>
<td>38.81</td>
<td>64.71</td>
<td></td>
</tr>
<tr>
<td>BMF</td>
<td>37.44</td>
<td>50.74</td>
<td>46.73</td>
<td>63.64</td>
<td>53.85</td>
<td>45.74</td>
<td>64.71</td>
<td>42.18</td>
<td>53.80</td>
<td>50.38</td>
<td>63.64</td>
<td>60.00</td>
<td>49.15</td>
</tr>
<tr>
<td>CD</td>
<td>36.67</td>
<td>53.85</td>
<td>40.54</td>
<td></td>
<td></td>
<td>44.64</td>
<td>64.71</td>
<td>54.55</td>
<td>30.00</td>
<td>38.64</td>
<td>42.86</td>
<td>64.71</td>
<td></td>
</tr>
<tr>
<td>CSHT</td>
<td>77.78</td>
<td>91.89</td>
<td>88.10</td>
<td></td>
<td></td>
<td>87.27</td>
<td>64.71</td>
<td>57.69</td>
<td>71.43</td>
<td>63.64</td>
<td>66.67</td>
<td>64.71</td>
<td></td>
</tr>
<tr>
<td>EANR</td>
<td>80.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>64.71</td>
<td></td>
<td>84.62</td>
<td>83.33</td>
<td>80.95</td>
<td>64.71</td>
<td></td>
</tr>
</tbody>
</table>
# CTE Labor Market Dashboards

## CTE Data

### CTE Enrollment

- [CTE Enrollment](#)

### CTE Performance

- [CTE Performance](#)

### CTE Trend Analysis

- [CTE Trend Analysis](#)

### Labor Market Data

- [Labor Market Data](#)

### Data Resources

- [Data Resources](#)

<table>
<thead>
<tr>
<th>Maryland Approved Secondary CTE Programs</th>
<th>High Skill</th>
<th>High Wage</th>
<th>In Demand</th>
<th>CTE Program Alignment to Labor Market</th>
</tr>
</thead>
<tbody>
<tr>
<td>010050 - Curriculum for Agricultural Science Education (CASE)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>☑</td>
</tr>
<tr>
<td>010650 - Horticultural Services - CPH</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>☑</td>
</tr>
<tr>
<td>018000 - Agricultural Sciences and Operations</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>☑</td>
</tr>
<tr>
<td>030101 - Natural Resources and Conservation</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>☑</td>
</tr>
<tr>
<td>030150 - Environmental Studies/ Natural Resources</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>☑</td>
</tr>
<tr>
<td>100150 - Interactive Media Production</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>☑</td>
</tr>
<tr>
<td>100290 - Audiovisual Communications and Broadcast Technologies</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>☑</td>
</tr>
<tr>
<td>100350 - Graphic Communications (PrintED)</td>
<td>X</td>
<td></td>
<td>X</td>
<td>☑</td>
</tr>
<tr>
<td>110190 - Computer and Information Sciences</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>☑</td>
</tr>
<tr>
<td>110255 - Computer Science (PLTW)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>☑</td>
</tr>
<tr>
<td>110850 - Oracle Academy - Java Programming</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>☑</td>
</tr>
<tr>
<td>110955 - Oracle Academy - Database Management</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>☑</td>
</tr>
</tbody>
</table>
Questions
Career and Technical Education, Education that Works.
MICHIGAN

Brian Pyles
State Director
Office of Career and Technical Education (CTE)
Michigan Department of Education
PylesB@michigan.gov
Comprehensive Local Needs Assessment (CLNA) Design

**Subrecipient Structure**

Postsecondary CLNA

Secondary CLNA
  - Operating Agencies
  - Career Education Planning Districts
  - Regions

**Support Materials**

- Introduction, Instructions and Process
- Appendix A: Definitions
- Appendix B: Data Resources
- Appendix C: Perkins V Legislation
Comprehensive Local Needs Assessment (CLNA) Design (cont’d)

**Subrecipient Documents**

Postsecondary CLNA Document

Secondary CLNA Documents

- Operating Agency Document
- Career Education Planning District Document
- Region Document

**Process**

- Submissions
- Review
- Request Revisions, if needed
- Approval
- Align to Regions and Postsecondary Institution Local Applications
What are the Key Components Beyond What is Required in Legislation?

None

Why?

- The Specificity of the New Process was Plenty
- Recruitment, Retention and Training of CTE Teachers and CTE Paraprofessionals
- Reserve Fund
How did Size, Scope and Quality Definitions Influence the Design?

Subrecipient Documents

Section 1: Student Performance

Section 2: Labor Market Alignment – Employer Demand

Section 3: Program Implementation – Student Demand

Section 4: Progress Towards Implementing Programs of Study

How Did You Build Local Capacity to Support CLNA Implementation?

- Comprehensive Instructions
- Fillable Forms
- Systematic Design
- Webinar Rollout
- Monthly Technical Assistance Webinars
- CLNA 2022 Electronic Format
THANK YOU....... 

Brian L. Pyles, Ph.D. 
State Director 
Career and Technical Education 
Michigan Department of 
Education 
pylesb@michigan.gov
MINNESOTA

Jeralyn Jargo
State Director
Career and Technical Education
Jeralyn.Jargo@minnstate.edu
Strengthening Career and Technical Education for the 21st Century

Perkins V: Comprehensive Local Needs Assessment
Perkins Consortia

The map depicts the 26 consortia in Minnesota. Each consortium is composed of school districts and Minnesota State colleges.
Strategic Work Team: creating conditions necessary for broad, meaningful, lasting change.

Formal needs assessment requirements

- With consultation
- An evaluation of program alignments to state, regional, Tribal, local needs
- Responsive to high-skill, high-wage, or in-demand industry sectors or occupations
- Attention to size, scope, and quality
Resources

• Minnesota’s Comprehensive Local Needs Assessment Guide
• Perkins V CLNA Reporting Framework

Professional Development

• Series of Professional Development Opportunities
• Fall 2020 Series of Regional Data Updates (COVID 19)

• https://www.minnstate.edu/system/cte/perkins-local-application/index.html
1. Student Performance on Required Performance Indicators
   Secondary and Postsecondary
2. Program Size, Scope, and Quality to meet the needs of all Students
3. Progress towards Implementation of CTE Programs of Study
4. Improving recruitment, retention, and training of CTE professionals, including underrepresented groups
5. Progress towards equal access to CTE programs for all students
Clarifying Questions

Element #2

• What strengths and gaps were identified by your needs assessment regarding size, scope, and quality?

• What priorities were identified to enhance program size, scope, and quality during the needs assessment process that will be included in your local application?

• What new and/or modified policies, activities, or structures must be developed and implemented?

• What professional development, resources, or support is required to enhance program size, scope, and quality?

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

• Data sources used to examine element: (Check all that apply)
  • ☐ Consortium member data
  • ☐ Disaggregate data on special populations examined in comparison to total CTE population
  • ☐ Program review/accreditation
  • ☐ DEED/Workforce data
  • ☐ Other (list/describe): Type your response here.
Flow of application through award

1. Local Applications Submitted May 1
2. State staff Review
3. Local Awards July 1
4. Dialogue with applicants May 15-June 15
5. Negotiation of Changes If/As Necessary

Notes:
- CLNA Due Every Even Year
- Application For Budget And Any Major Changes due Annually
Monique Burton
Division Manager, Data Analysis, Assessment & Contracts
Bureau of Career and Technical Education
Pennsylvania Department of Education
moburton@pa.gov
DQI-20: OPERATIONALIZING PERKINS V WHILE COPING WITH COVID-19

2020 DATA QUALITY INSTITUTE (DQI) VIRTUAL SERIES

Project No: CNA-20-0030
Type: Local Plan Assessment
Awarded Status: 
Status: Completed

Instructions
- Assessment Final Review

Authorized Signoff
- Contract Document Signoff

Content

Narratives
- CTE Program List
- Stakeholders Meeting
- Student Groups (Subgroups)
- Size, Scope & Quality
- Geographic Information (Labor Market Data)
- Implementation
- Diversity in Staff
- Professional Development

Reporting/Guidelines
- Project Reports
- Final Reporting

Administrative Functions
- Contact Information
- Grant Funding Worksheet
- Routing/Workflow
- Related Grant Applications
DQI-20: Operationalizing Perkins V while coping with COVID-19

2020 Data Quality Institute (DQI) Virtual Series

Instructions

BCTE Application review.
Application is view only.

Authorized Signoff

Contract Document Signoff

Funding Accountability and Transparency Data

Enter Agency/LEA Information

Reporting/Guidelines

Contract Documents
Project Reports
Uploads
Final Reporting
## Budget

- Salaries
- Benefits
- Purchased Professional and Technical Services
- Purchased Property Services
- Other Purchased Services
- Supplies
- Equipment
- Indirect Cost
- Budget Summary (view only)

## Administrative Functions

- Contact Information
- Grant Funding Worksheet
- Routing/Workflow
- Related Grant Applications
Participant Questions:
Type your question in the chat box, or ‘raise your hand’ to ask your question directly
[click on “Participants,” “More,” and then “Raise Hand”]

Nicassia Belton, Maryland
Brian Pyles, Michigan
Jeralyn Jargo, Minnesota
Monique Burton, Pennsylvania
Poll 2

- How is labor market information or other workforce data incorporated into your application?
  - Open-ended prompts ask for data points and reflection
  - Tables are provided for local entities to fill in and reflect upon
  - Pre-filled state or regional level data for LEAs to reflect upon
  - Other

- What labor market information do you provide to LEAs to complete the application?
  - Dashboard
  - Data pack
  - Links to state data sources)
Breakout Group Activity

Olivia Rice, RTI International
**BREAKOUT GROUP ACTIVITY OVERVIEW**

**Process:**

1. Individually create your ‘poster’ in Google Jamboard – see instructions within the board

2. Breakout group members each introduce themselves
   - While listening to others introduce themselves, if you have questions/comments about their poster, use the chat feature to ask/answer questions.

3. Open the floor for a discussion around the posters and/or the ‘open questions’ in Jamboard, as well as other topics related to local needs assessments
Jamboard Starting Template

**Template**

**State Name**

*Insert Your Name Here*

**Highlights of operationalizing Perkins V Local Needs Assessments & Applications in my state...**

**Challenges of operationalizing Perkins V Local Needs Assessments & Applications in my state...**

**Sub-categories:**

- Application Process
- Funding Model
- Program Quality Improvement
- Secondary / Post-secondary Collaboration
- Data / Tools
- Capacity Building

**Instructions:**

1. Share 1-2 highlights and 1-2 challenges as related to CLNAs in your state using text boxes, sticky notes, and images (e.g. innovative tools/practices, images of forms/dashboards, links to websites/resources, etc.)
2. Identify the category your highlights/challenges fit under and move the category title next them
3. Delete these instructions & category titles not used
DQI-20: OPERATIONALIZING PERKINS V WHILE COPING WITH COVID-19
2020 DATA QUALITY INSTITUTE (DQI) VIRTUAL SERIES

JAMBOARD POSTER EXAMPLE

Example

US DOE
Marilyn Fountain, OCTAE

Data / Tools

DQI institute materials located on the PCRN


Highlights of Perkins V Local Needs Assessments & Applications in my state...

Capacity Building

Customized Technical Assistance (TA) Applications due Oct 2nd

https://cte.ed.gov/cal/deadline-to-request-technical-assistance

Created an online module on the LNA process to help states plan

https://cte.ed.gov/view_module/72
**TECHNOLOGY TIPS: JAMBOARD FEATURES**

- **Move between ‘frames’ here**
- **Draw lines or ‘write’ with the “Pen” feature**
- **Add pictures using “Add Image” feature**
- **Use “Select” arrow to move items**
- **Insert short ‘notes’ using “Sticky Note” feature**
- **Add longer text using the “Text Box” feature**
- **To change the width of the text box, drag this square in or out**
- **To change font size, drag this circle in or out**

The menu bar is on the left side of the screen.
BREAKOUT GROUPS

Led by RTI International Facilitators
BREAKOUT GROUP ACTIVITY WRAP-UP

- Jamboards will remain open for editing through Friday
- Posters will be archived and shared as part of the ‘report’ phase of the 2020 DQI series
CLOSING COMMENTS

Sharon Lee Miller, OCTAE
DQI-20: Operationalizing Perkins V while coping with COVID-19
2020 Data Quality Institute (DQI) Virtual Series

Up Next...

"Connect"
August 5, 2:00-4:00 ET
Perkins V: Accountability 101
August 26, 12:00-2:00 ET

"Learn"
1. Aligning Perkins Data and Methods of Administration (MOA) Plans
   (September 2, 1:00-3:00 ET)
2. Determining Concentrator Status
   (September 14, 2:00-4:00 ET)
3. Quality Indicators
   (September 23, 1:00-3:00 ET)
4. Local Needs Assessments and Applications
   (September 30, 12:00-2:00 ET)
5. Data Collection for Special Populations
   (October 7, 1:00-3:00 ET)

"Report/Plan"
November 5, 1:00-3:00 ET
THANK YOU FOR ATTENDING!

Please complete the follow-up survey…