



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 (ROPs and Adult Education Schools)

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Introduction

The *Strengthening Career and Technical Education for the 21st Century Act* (Perkins V) requires all eligible recipients of Perkins V funds to complete a Comprehensive Local Needs Assessment (CLNA) and use that information to develop the eligible recipient's local application plan. One of the most significant changes within the Perkins V federal legislation is the introduction of the CLNA. Conducting the CLNA is described under Perkins V subsection 134(c), and developing the local application is described in Perkins V subsection 134(b). The CLNA must be completed by eligible grant recipients of Perkins V funds at the beginning of the grant period and updated at least once every two years.

Perkins V requires eligible grant recipients to use a data-driven decision-making process on local planning and spending on career technical education (CTE). The CLNA is a review of a number of elements, including student performance data, especially gaps among sub-groups of special population; labor market needs; educator development; equity and access for special populations, and program size, scope and quality. To validate the information obtained through the CLNA, an eligible Perkins V grant recipient shall involve a diverse body of stakeholders, including, at a minimum—secondary and postsecondary educators, business and industry partners, parents and students among others. More importantly, local planning, program, and funding decisions must be based on the CLNA with the primary purpose of improving overall performance and reducing performance gaps between different special population subgroups.

The goal of the CLNA is to help educators identify, understand, and prioritize the needs that districts and schools must address to improve performance and decrease performance gaps. Identifying priority needs is the first in a series of closely tied steps that also include understanding root causes that contribute to the areas of need, selecting evidence based strategies that address those areas, preparing for and implementing selected strategies, and evaluating whether those strategies are addressing improvement needs and achieving desired results.

Directions: Each question below is meant to be a concise and complete¹ summary of the CLNA developed by each local educational agency (LEA). The “Workbook to Accompany the CLNA Template” offers a more in-depth exploration of each section of this CLNA Reporting Template to guide and inspire LEAs as they engage their required stakeholders in the construction of their CLNA. Each section is based on a separate requirement from the Perkins V law, Section 134, (b) (1–9) and subsection c, of what must be contained in a CLNA and Perkins application.

The responses from this CLNA Reporting Template, including addressing the nine separate local application elements identified in the Perkins V law (Section 134(b)(1–9)), are required to be included in the annual Perkins renewal application via the California Department of Education’s (CDE) online Program Grant Management System, 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.²

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1. Each line item in the LEA’s Perkins budget must serve one of the needs or strategies the eligible grant recipient lists below.
 2. 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.

CLNA Reporting Template

Summarize the identified needs and strategies generated in the eligible grant recipient's stakeholder consultation committee as they relate to each required element of the eligible grant recipient's CLNA:

1. Section 134(c)(d)(e): Stakeholder Consultation on the CLNA, Dates, Content, and Membership:

- a) What was the date of the eligible grant recipient's most recent district-wide CTE Advisory meeting that served as the source for filling out this document?**

The TUSD CTE Advisory Committee last met on April 20, 2021. In response to COVID precautions, the committee met virtually with stakeholders to receive feedback and to provide communication around program needs, successes, and plans for the coming year.

- b) The basis for that meeting should have included a discussion/agreement of the eligible grant recipient's Perkins V accountability indicators plus a self-evaluation, and/or this document, as detailed in the Workbook to Accompany the CLNA Reporting Template. Was the eligible grant recipient's previous self-evaluation based on the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) "11 Elements of a High-Quality CTE Program" aka the "CTE Self-Review," the CTEIG Self Review Rubric, or this document? How will the eligible grant recipient move towards the 12 Essential Elements of a High-Quality College and Career Pathway, which are supported by the *Guiding Policy Principles to Support Student-Centered K-14+ Pathways*, established by the California Workforce Pathways Joint Advisory Committee (CWPJAC)? The Guiding Policy Principles to Support Student-Centered K-14+ Pathways can be found on the CWPJAC's web page at, <https://www.cde.ca.gov/ci/ct/gi/guidingpps.asp>. Explain/describe.**

TUSD district-wide advisory meetings focus on growth areas identified through the self-evaluation tool derived from the 11 Elements of a High-Quality CTE Program. Reviewed at this meeting were CTE data, growth goals and next steps for each of our 6-12 CTE programs to achieve alignment with the 12 Essential Elements of a High-Quality College and Career Pathway. Meeting discussions and outcomes inform our district wide CTE goals that are set by our School Board each year. Further, we cover available grant funding and budgets at each advisory meeting to ensure strategic expenditure planning. At the April meeting, it was determined that

the updating of CTE course outlines, expanding student CTE leadership opportunities, increasing pathway completion, and expanding work-based learning opportunities would be included in the goals and priorities for the coming year.

- c) What is the date of the eligible grant recipient's next district-wide CTE Advisory meeting that will review, evaluate, & identify needs per Section 134(c), Comprehensive Needs Assessment, and Section 134(e), Continued Consultation.**

The next TUSD district wide CTE Advisory meeting will be held October 19, 2021.

What has the eligible grant recipient done, or what will the eligible grant recipient do, to make sure all required categories of members will attend the eligible grant recipient's next scheduled Stakeholder Consultation, or series of Consultations, per Section 134(d)?

TUSD recruits additional/replacement advisory committee members at the start of every school year and confirms current member commitment. This process assures that the group is fully engaged, committed to attending each meeting, and contributes meaningfully. The schedule of meetings is published at the time of commitment and a series of reminder emails is sent to members as the date of the meetings approach. Zoom meetings are offered, allowing members to join meetings remotely if they choose.

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

While TUSD students have performed above the baseline levels required for the Perkins program, TUSD continues to take efforts to improve graduation rates, proficiency rates in reading, math, and science, post program placement, post-secondary credit attainment, and access to coursework for underserved and non-traditional students. Our district-wide efforts begin with open access and full inclusion as all students utilize the same course selection sheets and registration opportunities. We also emphasize rigor and the inclusion of reading, writing, and science elements into all CTE coursework and alignment with academic and CTE standards. TUSD has a CTE Coordinator and a CTE TOSA that help to assure that CTE programs function well and that both teachers and students receive the academic support necessary to increase performance in these areas. Having these central positions also assures best practices are in place across sites and that every student is aware of opportunities to participate in CTE programs across TUSD. Teachers receive high quality professional development opportunities, many of which are aligned to supporting overall literacy, and academic achievement in other subject matter, as well as improving CTE instruction. Many TUSD CTE teachers hold multiple single subject credentials and many teach core subject areas each day in addition to CTE coursework.

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

TUSD has a large CTE program that serves grades 6-12 at all high schools and middle schools in the district. Students drive curricular offerings with course selection sheets, and the district is responsive to student needs and interests by adding pathway coursework in places where industry demand and student interest intersect. An example of this includes the addition of the TIDE Entrepreneurship Program at Legacy Magnet Academy (LMA) and the Culinary Arts Program at Foothill HS. LMA is a school focused on CTE with cross cutting concepts, project-based learning, and an integrated CTE based curricula for all students. All students that enroll at the site will have a comprehensive 7-year program and will complete multiple CTE pathways prior to graduation. Because of the addition of LMA, TUSD will add Marketing, Sales, and Service sector pathways in 2020-21. Other pathways within TUSD include Engineering (software/hardware), ICT, Manufacturing, Culinary Arts, BioMed, Applied Medical, Visual Imagery, Media Arts (Film and Broadcasting), and Graphic Design. In addition, there are numerous CTE offerings provided regionally and after bell by our JPA, Coastline ROP. All students in TUSD are eligible to select CTE coursework and efforts are made to include and encourage participation from underrepresented populations in every course.

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

TUSD maintains a robust CTE program with several pathways offered to all students at each district high school. Legacy Magnet Academy is a new 6-12 high school that centers on CTE pathway completion in the academic realms of Technology, Innovation, Design and Entrepreneurship. New pathways at the site and in TUSD will include Entrepreneurship/Small Business and Marketing, Sales and Service. These pathways will need new equipment, but already have highly qualified teachers and dual enrollment coursework established in partnership with Irvine Valley College. Progress is continuously being made in elevating middle school pre-pathway programs that feed into high school pathways.

Section 134(c)(2)(D): Improving recruitment, retention, and training of CTE teachers and paraprofessionals, including underrepresented groups

TUSD continues to grow and refine a strong group of CTE teachers and leaders. Increasing the number of K-12 teachers within our ranks that hold CTE credentials has been a long-standing goal. The potential to qualify for a CTE credential is a desired factor in every hire we make at the secondary level in TUSD. Recent years have shown exponential gains in our High Quality CTE rankings across each of our 6-12 sites. It is also exciting to report that we have elementary teachers seeking and earning CTE credentials furthering the CTE presence into elementary schools. We work closely with internal staff and Orange County Department of Education (OCDE) to help identify our current teachers who may be eligible for CTE credentials. Extra focus is given to recruiting and retaining teachers who mirror underrepresented and non-traditional groups, such as women in Engineering.

4. Section 134(c)(2)(E): Progress Towards Equal Access to CTE Programs for All Students. In your summary of the discussion with Stakeholders, you must describe each of the following three points. Strategies to overcome barriers that result in:

i) lower rates of access to, or performance gaps in, the courses and programs for special populations;

TUSD provides uniform course selection sheets to all students to ensure that each student feels invited to take part in all CTE programs and courses we offer. This year we aim to improve the timeliness of receiving ROP course offerings so that course selection sheets are inclusive of all CTE courses, including ROP offerings. High school teachers actively recruit students and encourage students to take part in their programs as they enter 9th grade. Counselors are also made aware that there are no prerequisite requirements for students to enter intro-level coursework in CTE, and actively encourage students who may be under-represented or have IEPs to enter CTE courses. California Partnership Academies in Engineering programs throughout TUSD also encourage participation for students who otherwise may not try Engineering. Summer CTE course offerings are being planned to increase access for students requiring additional supports or with impacted schedules during the school year.

(ii) providing programs that are designed to enable special populations to meet the local levels of performance;

All students in TUSD are encouraged to participate in CTE programs and to work toward pathway completion while in high school. Underrepresented students and students on IEPs are also encouraged to participate in CTE courses. TUSD practices full inclusion to make sure all students have exposure to A-G level coursework, dual enrollment options, and certification opportunities. TUSD also utilizes programs like the California Partnership Academy (CPA) to encourage and directly recruit students, who otherwise may not participate, to enter CTE courses. Plans are in development to grow CTE coursework at Hillview continuation high school including implementing industry certification options for students.

(iii) 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.

TUSD practices full inclusion and provides a full pre-pathway program in grades 6,7, and 8, to prepare students for CTE coursework and build skills that may otherwise present barriers to student participation in the higher-level high school pathways. This exposure, preparation, and recruiting strategy has led to greater participation in CTE across TUSD, including helping underrepresented students participate, and allows students to experiment with subject matter before they commit to pathway programs in high school. TUSD only offers high skill, high wage, in-demand industry sectors at our 4

high schools. The district utilizes data from the OC Workforce Investment Board, the OCBC Workforce Indicators Report and Dr. Wallace Wallrod to establish which pathways will be most meaningful, lucrative, and employable for students in OC throughout the next decade.

5. Section 134(c)(2)(B)(ii): Alignment to Labor Market Information

TUSD utilizes data from the OC Workforce Investment Board, the OCBC Workforce Indicators Report and Dr. Wallace Wallrod to identify which pathways will be most meaningful, lucrative, and employable for students in OC throughout the next decade. If a person examines the trends in TUSD in recent years, they will see evidence of the district exiting pathways/coursework that are not aligned with future labor market demand and the addition of coursework/pathways in sectors that will be. For example, fashion design was removed, and software engineering was offered in response to labor market demand in the county.

Meeting the Perkins V Local Application Requirements

Once the LEA completes their CLNA summary, the LEA must use that information to address the nine separate required elements identified within the Perkins V legislation. The elements are provided below and must be completed by the LEA and then entered along with the CLNA Summary into the CDE online Program Grant Management System, Section 4.

- 1. Section 134(b)(2) (A-C)** refers to information on the CTE course offerings and activities that the eligible recipient will provide with funds under this part, which shall include not less than one program of study approved by a State under Section 124(b)(2). Indicate how the results of the CLNA:
 - (A) informs the selection of the specific CTE programs and activities selected to be funded;
 - (B) describes any new programs of study the eligible recipient will develop and submit to the State for approval;
 - (C) shows how students, including students who are members of special populations, will learn about their school's CTE course offerings and whether each course is part of a CTE program of study.

TUSD will utilize data from student course selection sheets and survey information in combination with Workforce Indicator Report data to identify the coursework offered during the following years. TUSD will continue to expand pre-pathway programs to give all students an introduction to CTE during middle school and engage for high school pathway enrollment. The district will also continue to encourage special education participation in all pathways and will continue to market and directly recruit

underrepresented students through counselors, teachers, and career coaches. TUSD will continue to refine pathways, K-14 alignment, and expand offerings in new sectors like Marketing, Sales and Service at Legacy Magnet Academy and Education at Tustin High School. TUSD will also aim to add summer and after bell coursework to allow students who may be in athletics, arts, or other programs preventing them from taking CTE coursework during the day.

- 2. Section 134(b)(3) (A-C)** refers to how the eligible recipient, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems, and other partners, will use the information provided through the CLNA to describe the following:
- (A) career exploration and career development coursework, activities, or services;
 - (B) career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations;
 - (C) an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program.

TUSD will continue to utilize data from the OC Pathways consortium, SWP data from our partners, Workforce Indicator Report data from Wallace Wallrod's team, and our own data to inform decisions related to our CTE pathways and programs. TUSD will also keep a focus on offering coursework only in high skill, high wage sectors with projected employment opportunities projecting out at least a decade. TUSD has College and Career Readiness for all students and pathway programs that are led by counselors and credentialed CTE teachers beginning in 6th grade.

Section 134(b)(4): describe how the eligible recipient will improve the academic and technical skills of students participating in CTE programs by strengthening the academic and CTE components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs to ensure learning in the subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965). Use the information provided through the CLNA to answer the content of this section.

All CTE coursework within TUSD is A-G approved so that students have every opportunity to apply CTE courses to both college and career opportunities in their future. CTE course outlines are being reviewed to ensure they are all aligned with academic and CTE standards. TUSD will continue to collaborate with college and industry partners ensuring curriculum is relevant, aligned to industry standard, and enhanced with internship and work-based learning experiences for students. CTE courses are taught by credentialed CTE teachers and integrate with dual enrollment, AP, and/or certification experiences wherever possible. The rigor in the classes is

substantial and students are often rewarded with internship opportunities and competition wins due to their ability to apply their knowledge and skills.

3. Section 134(b)(5) (A-D): describe how the eligible recipient will:

- (A) provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency;
- (B) prepare CTE participants for non-traditional fields;
- (C) provide equal access for special populations to CTE courses, programs, and programs of study; and
- (D) ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations.

Use the information provided through the CLNA to answer this content of this section.

TUSD executes a full inclusion model of education where access to all coursework is equitable for all students. Special Education students successfully participate in CTE coursework in grades 6-12. Pre-pathway programs are intentionally placed in our middle school levels to help students explore and prepare for high school programs, and to lower the skill barrier often preventing students who are lower SES from entering the coursework. We encourage teachers and counselors to identify underrepresented students that would benefit and thrive in their pathway programs. We also try our best to hire teachers who mirror underrepresented groups to lead our pathway programs. We have several women involved with engineering and automation and diverse ethnicities and cultures within our teaching ranks that are underrepresented in their fields. These efforts have made an impact on the willingness for students to take courses they otherwise wouldn't try.

4. Section 134(b)(6): describe the work-based learning opportunities that the eligible recipient will provide to students participating in CTE programs and how the recipient will work with representatives from employers to develop or expand work-based learning opportunities for CTE students, as applicable. Use the information provided through the CLNA to answer this content of this section.

TUSD continues to identify and expand work-based learning experiences for students. Currently, we have several amazing and comprehensive summer internship experiences including an internship at Boeing for Engineering students. In partnership with Chapman University and CEO Leadership Alliance OC through the ePrize program, TUSD will provide 40 students with internships this summer with plans for further expansion beyond the pilot program. TUSD has already worked with the local chamber of commerce to identify and create a whole series of internships and WBL experiences for each of our pathways that was scheduled to begin last summer but was delayed due to COVID and will resume next summer instead. Our JPA, Coastline ROP, has multiple

internship opportunities that are available to all district secondary students and will continue to grow in part due to the support of the K12 Strong Workforce Program.

- 5. Section 134(b)(7):** describe how the eligible recipient will provide students participating in CTE programs with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as practicable. Use the information provided through the CLNA to answer this content of this section.

TUSD does an outstanding job of working with our local community colleges like Irvine Valley College(IVC) and already has a considerable number of dual enrollment courses inside and outside of CTE. Our new pathways at Legacy Magnet Academy also have coursework taught by IVC for dual enrollment beginning in 7th grade. We will continue to expand these offerings such as a new Education dual-enrolled pathway and will provide courses through Saddleback CC and Santiago CC when IVC cannot accommodate a course request. Our work through OC Pathways and the Strong Workforce Consortium have placed a strong emphasis on growing early college credit opportunities.

- 6. Section 134(b)(8):** describe how the eligible recipient will coordinate with the eligible agency and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel. Use the information provided through the CLNA to answer this content of this section.

TUSD has a robust CTE credentialing system complete with recruitment, professional development, support, and retention efforts. We also have an outstanding relationship with OCDE and they have worked with us to support teachers in getting CTE credentials where qualified. Currently, TUSD has over 55 fully credentialed and active CTE teachers.

- 7. Section 134(b)(9):** describe how the eligible recipient will address disparities or gaps in performance between groups of students in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions that will be taken to eliminate these disparities or gaps. Use the information provided through the CLNA to answer this content of this section.

TUSD uses considerable data to identify and close achievement gaps for our students. Currently, the largest gaps TUSD experiences exist within our students with disabilities, low SES, and EL populations. In response, we have increased recruitment efforts with each of these groups, have supported full inclusion efforts – including supporting the addition of IEP supports when necessary, and have encouraged bilingual teachers and those holding B-CLAD to pursue CTE instruction. TUSD also uses cohort scheduling where possible, and especially within CPA programs to better support underrepresented students, students with disabilities, and EL learners.

CLNA Review and Affirmation

I have reviewed this CLNA document and confirm, to the best of my knowledge, that it is complete and meets the requirements set forth in Perkins V.

Eligible Grant Recipient's Advisory/Stakeholder Chair—Printed Name

Alita Salazar



Eligible Grant Recipient's Advisory/Stakeholder Chair —Signature

8/27/2021

Date

Grant Litfin

Eligible Grant Recipient's Perkins Coordinator—Printed Name



Eligible Grant Recipient's Perkins Coordinator—Signature

8/27/21

Date