



# **ACTE's High-quality CTE Framework and the Perkins V Local Needs Assessment**

Alisha Hyslop, ACTE

Catherine Imperatore, ACTE



## Materials

- *ACTE Quality CTE Program of Study Framework*
  - Limited hard copies here today
  - Find it online at [www.acteonline.org/high-quality-cte](http://www.acteonline.org/high-quality-cte)
    - Click on “Self-evaluation Instrument (print)”



# High-quality CTE Initiative

ACTE embarked on a multi-step project in 2015 to:

1. Synthesize the different voices in the high-quality CTE dialogue
2. Identify a comprehensive, research-based quality CTE program of study framework
3. Test the framework
4. Integrate it into our efforts to recognize and disseminate information on best practices within CTE



# Phase 1: Synthesis

- Reviewed national frameworks and standards related to CTE quality, including broader approaches like career pathways
- Examined structure and content of 19 frameworks at the program, institution and systems level
- Released *Defining High-quality CTE: Contemporary Perspectives on CTE Quality* in July 2015
- Research questions:
  - How and why were current frameworks developed?
  - How are current frameworks structured?
  - What elements appear in current frameworks?

# Phase 1: Synthesis — Conclusions

- Room for greater clarity and consistency in the conversation about high-quality CTE
- Particular focus on individual local programs is missing
- Key trends in content are readily identifiable and can inform other efforts
- Need to consider how individual programs fit within broader initiatives



## Phase 2: Defining

- Performed an in-depth content analysis of the frameworks from first document
- Added state analysis from REL Central as well as a sampling of state standards from around the country
- Conducted extensive research literature review and content analysis of other single-element guides
- Went through multiple iterations and collected stakeholder feedback through focus groups, surveys and expert review
- Beta Version 4.0 released spring 2017



## Phase 3: Pilot Testing

- Phase One:
  - 39 program self-evaluations were completed
  - 34 feedback forms were submitted, but only 23 included the appropriate Perkins performance data
  - Participants included a range of programs and delivery models
- Phase Two:
  - Five individuals who had submitted data for Phase One
  - Represented 5 different states
  - Included secondary and postsecondary, as well as area CTE centers

## Phase 3: Pilot Testing

- Overall score results (possible range of 0 to 306):
  - Mean = 237.79
  - Range = 145 to 300
- Data and Program Improvement, Career Development and Business/Community Partnerships were lowest-scoring elements
- Facilities and Equipment, Engaging Instruction and Access and Equity were highest-scoring elements
- Overall scores were significantly positively correlated with technical skill attainment and completion



## Phase 3: Pilot Testing

- Participants saw the instrument as a valid measure of program quality
- Administrators and educators may have different perspectives on program quality
- This instrument fills a gap in quality metrics available for program improvement
- The national, research-based attributes of this instrument lend credibility to participating programs
- The instrument is an effective program improvement tool across the CTE program spectrum



# Framework Overview

- 12 elements with 92 criteria
- Non-duplicative (to the extent possible)
- Focused on single program of study – could be used by teacher/administrator or third party
- Ideally, multiple people would take part in the evaluation, but still useful for a single user
- Highly-specialized programs may need additional elements
- Primary goal is program improvement



# High-quality CTE Elements

- Standards-aligned and Integrated Curriculum
- Sequencing and Articulation
- Student Assessment
- Prepared and Effective Program Staff
- Engaging Instruction
- Access and Equity
- Facilities, Equipment, Technology and Materials
- Business and Community Partnerships
- Student Career Development
- Career and Technical Student Organizations
- Work-based Learning
- Data and Program Improvement



## Phase 4: Implementation/Dissemination

- Implementation has begun around ACTE awards process and VISION sessions
- Considering how Framework can be used to create resources and drive PD

# High-quality CTE Tools

<https://www.acteonline.org/professional-development/high-quality-cte-tools>

**ACTE** ASSOCIATION FOR CAREER & TECHNICAL EDUCATION®

JOIN ACTE! | DONATE | CONTACT US | LOGIN | Q

ABOUT | WHY CTE? | ADVOCACY | **PROFESSIONAL DEVELOPMENT** | PARTNERS | PRESS CENTER | PUBLICATIONS

## HIGH-QUALITY CTE TOOLS

To bring clarity to the burgeoning conversation around high-quality CTE and help CTE educators and administrators develop and improve the quality of their CTE programs of study, ACTE has created an evidence-based framework defining high-quality CTE across 12 elements: The ACTE *Quality CTE Program of Study Framework* (2018 version) and a companion program self-evaluation instrument.

The program self-evaluation can be completed in **print** or **online**. If filled out online, users can receive automatically calculated scores, save and print their results, and be connected to resources for areas identified as needing improvement.

The following online library is one of the resources that ACTE has developed to recognize and disseminate high-quality CTE practices. Follow the links below for strategies, case studies, professional development models and toolkits to help practitioners develop and support success within each element. Additionally, ACTE is incorporating the quality framework into its efforts to recognize and disseminate CTE best practices through the ACTE awards program and CareerTech VISION programming. Learn more about the process to develop the framework and, if you have questions or suggestions, please contact ACTE Research Manager Catherine Imperatore.

### 12 Elements of a High-quality CTE Program of Study

1. Standards-aligned and Integrated Curriculum
2. Sequencing and Articulation
3. Student Assessment
4. Prepared and Effective Program Staff
5. Engaging Instruction
6. Access and Equity
7. Facilities, Equipment, Technology and Materials
8. Business and Community Partnerships
9. Student Career Development
10. Career and Technical Student Organizations

- ACTE Awards
- Events
- High-Quality CTE Tools**
  - High-Quality CTE Framework Development
  - Standards-Aligned And Integrated Curriculum
  - Sequencing And Articulation
  - Student Assessment
  - Prepared And Effective Program Staff
  - Engaging Instruction
  - Access And Equity
  - Facilities, Equipment, Technology And Materials
  - Business And Community Partnerships
  - Student Career Development
  - Career And Technical Student Organizations
  - Work-Based Learning
  - Data And Program Improvement

THE PREMIER GATHERING OF CTE PROFESSIONALS



# Why a Needs Assessment?

- Mirrors components of Every Student Succeeds Act
- Designed to more closely connect accountability, funding and planning portions of the law at the local level
- Serves as a tool to drive local application and local spending decisions
  - “Each eligible recipient that receives funds under this part shall use such funds to develop, coordinate, implement, or improve CTE programs to meet the needs identified in the comprehensive needs assessment...”
- Many potential state- and local-level uses



## Needs Assessment

Identify areas of strength in CTE system/programs

Identify areas of weakness and gaps in CTE system/programs

Informed/validated by stakeholders and partners

## Local Application

Lay out eligible recipient's vision or theory of action for CTE

Identify strategies, solutions and investments to sustain and scale strengths in CTE system/programs

Identify strategies, solutions and investments to address weakness and gaps in CTE system/programs

# When?

- Needs assessment
  - Completed the first time during the 2019-2020 school year in order to be submitted with first full local application
  - Updated at least once every two years – state discretion to determine requirement
- Local application
  - Replaces the “local plan”
  - Same period as state plan (four years in most cases, beginning 2020-2021 school year)
  - States’ decision of what to require annually from eligible recipients (budget, data, progress, updates to needs assessment, etc.)

# Who Must Be Involved?

1. Representatives of career and technical education programs in a **local educational agency** or educational service agency, including **teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals**
2. Representatives of career and technical education programs at **postsecondary** educational institutions, including **faculty and administrators**
3. Representatives of the **state board or local workforce development boards** and a range of local or regional **businesses or industries**
4. **Parents and students**
5. Representatives of **special populations**
6. Representatives of regional or local agencies serving **out-of-school youth, homeless children and youth, and at-risk youth**
7. Representatives of **Indian tribes and tribal organizations** in the state, where applicable
8. Any other stakeholders that the eligible agency may require



# What Must be Addressed?

The needs assessment shall include evaluations of:

1. Student performance on federal accountability indicators, disaggregated
2. How programs are aligned to labor market needs
3. Whether programs are of sufficient size, scope and quality to meet all students' needs
4. Progress toward implementing programs and programs of study
5. Efforts to improve recruitment, retention and training of faculty and staff
6. Progress toward improving access and equity



# Why Use ACTE's Self-evaluation Instrument for Local Needs Assessment?

- Holistic and less duplicative
- Demonstrates how your programs measure against a relevant set of standards
- Captures the breadth of activities that impact program scope, delivery, implementation and quality



# What Must be Addressed?

The needs assessment shall include evaluations of:

1. Student performance on federal accountability indicators, disaggregated
2. How programs are aligned to labor market needs
3. Whether programs are of sufficient size, scope and quality to meet all students' needs
4. Progress toward implementing programs and programs of study
5. Efforts to improve recruitment, retention and training of faculty and staff
6. Progress toward improving access and equity

ACTE quality framework overall

Overall/Sequencing and Articulation element

Prepared and Effective Program Staff element

Access and Equity element



# Step 1: Identify stakeholders

- Most effective as part of a collaborative effort among program stakeholders
- These partners may be same ones you consult for the needs assessment overall



## Step 2: Gather materials

- Student participation/performance data
- Curriculum standards
- Course sequences and pathways
- Lesson plans
- Credit transfer agreements
- Dual/concurrent enrollment policies
- Educator professional development opportunities
- Career guidance activities
- Processes for providing accommodations, modifications and supportive services
- Partnership documents
- Procedures for work-based learning
- CTSO activities
- Program improvement processes
- Findings from surveys or focus groups



## Step 3. Discuss and complete

- Convene a meeting with stakeholders to discuss and evaluate your program(s)
  - Undertake the program self-evaluation for an individual program of study, or to evaluate quality across multiple programs of study
- Assign a program representative to fill in the rubric and another to record insights gleaned
- You do not need to submit your evidence base, but can use these materials to guide your discussion

## Step 4: Apply what you've learned

- Merge what you learned from completing the program self-evaluation instrument, particularly your lowest-scoring elements, with your other needs assessment findings
- Engage stakeholders in setting a vision for addressing these needs
- Determine how your vision fits into the six required local uses of Perkins funds and the nine elements of the local application
- Consider any other requirements for local applications and local needs assessment findings set by your state, as well as other funding sources



# HQ Program Review - Print



## 2018 ACTE Quality CTE Program of Study Framework

### Self-Evaluation Instrument

October 2018 | [www.acteonline.org/high-quality-cte](http://www.acteonline.org/high-quality-cte)

Through its ongoing High-quality CTE Initiative, ACTE has developed a research-based quality framework to describe the key components of a high-quality CTE program of study. The framework is designed to apply to individual, local CTE programs of study spanning secondary and postsecondary education, although it may be adapted to other units of analysis.

This instrument supports use of the framework in local program self-evaluation. The program self-evaluation is best conducted as part of a collaborative effort among program stakeholders, and a variety of materials should be consulted in order to demonstrate performance in each of the framework elements. All criteria have equal weight.

To complete the evaluation, use the following simple 0-3 rubric to rate your program of study on each of the 12 criteria organized under the 12 elements. You can use the boxes marked "Evidence" to record the sources of information and key components of your program that you considered in order to determine your ratings. After rating yourself on each criterion within a particular element, total the points your program earned for that element. Calculate your percentage score by dividing the points your program earned by the total points possible for that element (each element's total possible points are included in the ratings tables below).

You can also complete the program self-evaluation online at [www.acteonline.org/high-quality-cte](http://www.acteonline.org/high-quality-cte), receive automatically calculated scores and be connected to the High-quality CTE Tools online library for elements identified as needing improvement.

**Use these descriptions to help you choose which rating best describes your program of study in relation to each criterion.**

**0= Not at all achieved:** No evidence of the criterion in the program of study.

**1= Minimally achieved:** The criterion is minimally implemented in the program of study. For example:  
 - implementation is just beginning  
 - implementation is evident infrequently  
 - implementation is evident in a small portion of the program of study  
 - access is limited to a small segment of students

**2= Moderately achieved:** The criterion is evident in the program of study, but implementation is uneven or incomplete. For example:  
 - only part of the criterion is evident  
 - implementation is evident part of the time, but not on a sustained and regular basis  
 - implementation is evident in portions of the program of study  
 - access is available to most, but not all, students

**3= Substantially achieved:** The criterion has been fully implemented throughout the entire program of study. For example:  
 - all parts of the criterion are evident  
 - implementation is evident on a regular and sustained basis  
 - implementation is evident across all portions of the program of study  
 - access is available to all students

**Evidence:**



	0= Not at all achieved	1= Minimally achieved	2= Moderately achieved	3= Substantially achieved
<b>1. Standards-aligned and Integrated Curriculum</b> <i>This element addresses the development, implementation and revision of the program of study curriculum, including the relevant knowledge and skills taught in the program and the standards on which they are based.</i>				
a. The curriculum is based on industry-validated technical standards and competencies.				
b. The curriculum is aligned with relevant content and standards for core subjects, such as reading, math and science, including federal, state and/ or local standards, as appropriate.				
c. The curriculum incorporates employability skill standards that help students succeed in the workplace, such as problem solving, critical thinking, teamwork, communications and workplace etiquette.				
d. The program of study curriculum is developed with employer input to prepare students for both further education and in-demand and emerging careers.				
e. The curriculum allows for student application of integrated knowledge and skills in authentic scenarios.				
f. Program of study standards are publicly available and accessible to students, parents/guardians (as appropriate), partners and the public.				
g. The curriculum is reviewed regularly by all relevant stakeholders and revised as necessary to reflect the latest advances in the industry, evidence-based program models and evaluations of student performance.				
<b>TOTAL POINTS EARNED</b>				
<b>TOTAL POINTS POSSIBLE</b>				<b>21</b>
<b>PERCENTAGE SCORE (points earned/points possible)</b>				
<b>Evidence:</b>				



	POINTS EARNED
<b>1. Standards-aligned and Integrated Curriculum</b>	
<b>2. Sequencing and Articulation</b>	
<b>3. Student Assessment</b>	
<b>4. Prepared and Effective Program Staff</b>	
<b>5. Engaging Instruction</b>	
<b>6. Access and Equity</b>	
<b>7. Facilities, Equipment, Technology and Materials</b>	
<b>8. Business and Community Partnerships</b>	
<b>9. Student Career Development</b>	
<b>10. Career and Technical Student Organizations (CTSOs)</b>	
<b>11. Work-based Learning</b>	
<b>12. Data and Program Improvement</b>	
<b>TOTAL POINTS EARNED</b>	
<b>TOTAL POINTS POSSIBLE</b>	<b>276</b>
<b>PERCENTAGE SCORE (points earned/points possible)</b>	

**Congratulations!**  
 You've completed ACTE's Quality CTE Program of Study Framework Self-evaluation.

Now, you can connect to ACTE resources to help you maintain and improve quality in your program of study at [www.acteonline.org/high-quality-cte](http://www.acteonline.org/high-quality-cte). In addition, you can help ACTE learn more about the programs of study using this self-evaluation rubric by sharing with us a copy of this completed form, so that we can better target ACTE resources to helping programs assess and improve. This information will remain confidential. To share your results, please email [publicpolicy@acteonline.org](mailto:publicpolicy@acteonline.org).

© Association for Career and Technical Education  
 Updated October 28, 2018

# HQ Program Review - Online

INTRODUCTION
EVALUATION
RESULTS

1 of 12

## Standards-aligned and Integrated Curriculum

This element addresses the development, implementation and revision of the program of study curriculum, including the relevant knowledge and skills taught in the program and the standards on which they are based.

1.a The curriculum is based on industry-validated technical standards and competencies.

0 = Not at all achieved

1 = Minimally achieved

2 = Moderately achieved

3 = Substantially achieved

1.b The curriculum is aligned with relevant content and standards for core subjects, such as reading, math and science, including federal, state and/or local standards, as appropriate.

0 = Not at all achieved

1 = Minimally achieved

2 = Moderately achieved

3 = Substantially achieved

1.c The curriculum incorporates employability skill standards that help students succeed in the workplace, such as problem solving, critical thinking, teamwork, communications and workplace etiquette.

### EVALUATION CRITERIA

0 = Not at all achieved  
 No evidence of the criterion in the program of study.

1 = Minimally achieved  
 The criterion is minimally implemented in the program of study. For example:

- implementation is just beginning
- implementation is evident infrequently
- implementation is evident in a small portion of the program of study
- access is limited to a small segment of students

2 = Moderately achieved  
 The criterion is evident in the program of study, but implementation is uneven or incomplete. For example:

- only part of the criterion is evident
- implementation is evident part of the time, but not on a sustained and regular basis
- implementation is evident in portions of the program of study

3 = Substantially achieved  
 The criterion is fully implemented in the program of study. For example:

- access is available to most, but not all, students



# HQ Program Review - Online

PROGRAM SELF-EVALUATION INSTRUMENT Save as PDF

INTRODUCTION EVALUATION RESULTS

Results

Congratulations! You've finished ACTE's Quality CTE Program of Study Frameworks Self-evaluation.

**63%** Program of Study (Overall)  
 175 / 276

The following are your scores for each of the 12 elements.

71%	Standards-aligned and Integrated Curriculum 15 / 21	70%	Sequencing and Articulation 17 / 24
79%	Student Assessment 19 / 24	85%	Prepared and Effective Program Staff 18 / 21
57%	Engaging Instruction 12 / 21	33%	Access and Equity 7 / 21
94%	Facilities, Equipment, Technology and Materials 17 / 18	79%	Business and Community Partnerships 19 / 24
54%	Student Career Development 13 / 24	41%	Career and Technical Student Organizations (CTSOs) 10 / 24
66%	Work-based Learning 18 / 27	37%	Data and Program Improvement 10 / 27

Based on your scores, we recommend that you focus your program improvement strategies on the following lowest-scoring elements.

- Access and Equity
- Data and Program Improvement
- Career and Technical Student Organizations (CTSOs)

Save as PDF

# Resources on Each Element

The screenshot shows the ACTE website's navigation menu with options: ABOUT, WHY CTE?, ADVOCACY, PROFESSIONAL DEVELOPMENT, PARTNERS, PRESS CENTER, and PUBLICATIONS. The main content area is titled "DATA AND PROGRAM IMPROVEMENT" and includes a descriptive paragraph, a sub-section "Incorporating Data, Research and Evaluation" with links to Perkins Accountability and CTE Data Resources, Workforce Data, Privacy Issues, Data Dissemination, and Books and Professional Development Models. Below this is a featured article titled "Incorporating Data, Research and Evaluation" with three sub-articles: "Wake Up CTE Instruction with Action-based Research" (Holik, ACTE Techniques Magazine, April 2017), "Increasing Access, Equity and Diversity: NAPE's Program Improvement Process for Equity" (Williams, ACTE Techniques Magazine, November/December 2016), and "Do Your Evaluations Make You a Better CTE Teacher?" (Jacques, ACTE Techniques Magazine, May 2014). A right-hand sidebar contains a list of resources including ACTE Awards, Events, High-Quality CTE Tools (expanded), High-Quality CTE Framework Development, Standards-Aligned And Integrated Curriculum, Sequencing And Articulation, Student Assessment, Prepared And Effective Program Staff, Engaging Instruction, Access And Equity, Facilities, Equipment, Technology And Materials, Business And Community Partnerships, Student Career Development, Career And Technical Student Organizations, Work-Based Learning, and Data And Program Improvement.

**ADVANCE CTE**  
 State Leaders Connecting Learning to Work

**Maximizing Perkins V's Comprehensive Local Needs Assessment & Local Application to Drive Quality and Equity in**

**Introducing the Comprehensive Local Needs Assessment**

One of the most significant changes introduced in the Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (Perkins V) is the new comprehensive local needs assessment (CLNA). Specifically, the law states: "To be eligible to receive financial assistance under this part, an eligible recipient shall— (A) conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application submitted under subsection (a); and (B) not less than once every 2 years, update such comprehensive local needs assessment." The CLNA was modeled after a similar requirement in the Every Student Succeeds Act (ESSA).

While the CLNA may appear to some to be simply an exercise in compliance, it brings an incredible opportunity to:

- Make certain that programs and programs of study are aligned to and validated by local workforce needs and economic priorities;
- Ensure that local Perkins eligible recipients are serving each learner equitably
- Enable eligible recipients to better direct resources towards programs and programs of study that lead to high-skill, high-wage and in-demand occupations and activities that address equity and opportunity gaps;
- Create a platform for coordinating and streamlining existing program review and school improvement processes to bring focus to strategic decisions;
- Provide a structured way to engage key stakeholders regularly around the quality and impact of local CTE programs and systems.

Given the lift of leading a CLNA—in particular a truly impactful, data-driven and inclusive CLNA that leads to system and program improvements—states have a clear role to play to support eligible recipients throughout the process. This is particularly true as local districts and institutions already have other needs assessment requirements from ESSA and other federal and state policies. The state should support locals by bringing clarity to the overall process; providing key data in compelling and actionable ways; and helping build capacity to design, execute and implement findings from the Perkins-required and other needs assessments.

At a minimum, as part of their state plan submission, states need to develop a template for the CLNA that identifies the required components of the law and articulates expectations for how the information will be collected, provided and used. States should work with eligible recipients when developing the template and related guidance as well as throughout the CLNA's execution, to ensure the CLNA is not a series of check boxes, but a robust process that documents input from data, analysis and stakeholders. States must be poised to provide professional development and technical assistance as needed to help local eligible recipients conduct and implement findings from the CLNA.

What follows is a summary, analysis and guidance for each major component of the CLNA and the decisions states can be making now to support a robust CLNA process that aligns with the state's overall vision for CTE, funding decisions and program/program of study approval and review.

**TABLE OF CONTENTS**

- What Information Should Locals Collect:
  - Student performance data
  - Size, scope & quality
  - Labor market alignment
  - Progress towards implementing CTE programs and programs of study
  - Recruitment, retention and training of faculty and staff
  - Progress towards improving access and equity
- What Role Should Stakeholders and Stakeholder Engagement Play in Uprfront input?
- What Role Should Stakeholders and Stakeholder Engagement Play Annually?
- Where Does the State Want to Invest Resources?
- How will the State Design the Local Application?
- How will the State Review and Approve Local Applications to Ensure They Align with and Reflect the CLNA?
- How will the State build local capacity to support CLNA and Local Application?
- Conclusion: How Can the State Ensure Continuous Improvement with Future CLNA and Local Applications?

© Advance CTE – Updated October 27, 2018

October 2018

**PERKINS V**  
 Building a Rigorous Comprehensive Local Needs Assessment Process to Drive Program Quality and Equity

**A Tool for Local Leaders**

One of the most significant changes in Perkins V (the Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act) is the new requirement for local eligible recipients to conduct a comprehensive local needs assessment and update it at least every two years.

The new needs assessment is designed as the foundation of Perkins V implementation at the local level—it drives your local application development and future spending decisions. This process should be seen as a chance to take an in-depth look at your entire local CTE system and identify areas where targeted improvements can lead to increased opportunities for student success. The needs assessment, if implemented thoughtfully, can also be a powerful opportunity to engage stakeholders in a common understanding and vision for the future of CTE in your community.

To implement the local needs assessment, you must evaluate, in consultation with a wide range of stakeholders, how your overall CTE offerings measure up on:

- Performance on federal accountability indicators
- Alignment to labor market needs
- Scope, size and quality of programs offered
- Progress toward implementing programs and programs of study
- Recruitment, retention and training of faculty and staff
- Progress toward improving access and equity

This tool will provide an overview of how to get started on your local needs assessment and help you translate the language in the law into concrete, actionable steps for conducting a rigorous local needs assessment that meets Perkins V requirements. It will also provide tips to help you ensure that your needs assessment is not an exercise in compliance, but a valuable tool for program improvement, founded on meaningful, regular, data-driven consultation with stakeholders that drives program quality and equity.

**State Role**

During the Perkins V implementation process, states will be developing guidance around the local needs assessment. This guidance may include state goals and benchmarks that must be addressed, as well as requirements for presenting and submitting findings and incorporating results into your local application. Some states will even create specific forms to be used for various parts of the process, so it is important to pay close attention to state requirements and consult with your state CTE agency before beginning any specific work on your local needs assessment.

In addition, your state may have developed, or be in the midst of developing, technical assistance, processes for accessing and sharing data, and plans for coordinated stakeholder engagement that will facilitate state goals and help local recipients achieve consistency in comprehensive needs assessment implementation across districts. This coordinated engagement could include key players in a career pathways system or sector partnership, as well as alignment with needs assessments required for the Every Student Succeeds Act (the most recent iteration of the Elementary and Secondary Education Act (ESEA)) and for the Workforce Innovation and Opportunity Act (WIOA), among other federal and state policies. In addition, states may facilitate collaboration among local recipients, or allow locals to drive intrastate regional approaches to the local needs assessment through consortia or other partnerships.

Your state will also be developing or updating key definitions relevant to the comprehensive needs assessment language in Perkins V, particularly definitions for "size," "scope" and "quality," as well as definitions for accountability indicators and other terms in the legislation that may be relevant. Finally, specific deadlines for completion of the local needs assessment and submission of the local application will be set by your state CTE eligible agency, and may be different from state to state.

© Association for Career and Technical Education  
 Updated October 29, 2018



# Thank You!

- Alisha Hyslop  
[ahyslop@acteonline.org](mailto:ahyslop@acteonline.org)
- Catherine Imperatore  
[cimperatore@acteonline.org](mailto:cimperatore@acteonline.org)