Comprehensive Local Needs Assessment

eGrants Overview – January 17, 2020

Frequently Asked Questions

Question	***Response***
Does professional development need to be more than one day in order to be reported.	Yes, see the federal definition of PD. Access the PD drop-down menu in the table in eGrants with the Perkins V definitions. The purpose of the table is to determine if PD is offered to all groups and whether you are providing PD for particular aspects of working with sub-groups whose performance is not on par with students as a whole. If not, you should consider use of Perkins or other funds to support PD that will help instructional personnel work with sub-groups and other students whose performance is sub-par. It should be on-going for more than one session, but it could be multiple days throughout the year with the same theme or different theme, such as PLCs, coaching, curriculum development, etc. If it is a one-day workshop that teachers are being asked to apply throughout the year and there is coaching or monitoring for implementation, that may be reported. If it's a one day or four hours "once and done" workshop with no follow-up or implementation, there is no need to report. For example, a 4-hour mandatory once a year safety training would not have to be reported, but you could combine all of the mandatory safety trainings throughout the year and report "Mandatory Training."
Do we document just PD for 2019-2020 or do we document multiple years?	Document one year at a minimum. If including a previous year helps to paint a clearer picture of PD opportunities for all instructional staff, you should report that.
To list a CIP in eGrants, must the CIP meet the wage, in-demand and articulation agreement requirements? In other words, must a CIP meet regional high wage, state in-demand with 1,000 openings and at least $25,000 entry wage or demand expressed at stakeholders' meetings AND SOAR agreement with nine credits or local articulation agreement with six credits?	If the CIP does not meet the complete definition of SCOPE, which is where the articulation agreement is required, it would not be *Compliant*. In this case, it may not be eligible regardless of the high wage or in-demand status. I would suggest you enter the CIP into eGrants, however, and enter into the *Notes c*olumn an explanation and a reference to the CLNA minutes discussion where they included the justification for the program, and the sub-group or other needs that are being addressed with this program, as well as the plans for this CIP to be fully *compliant* (SCOPE).
When we enter program information for approval, we can enter various credential levels per CIP code, but not more than one of the same levels. For example, for CIP 47.0201, we offer one Associate Degree and three different Certificates. We would only be able to enter the Associate	You are able to enter more than one credential per CIP (or per Associate Degree), but you must enter the credentials on separate lines so you would list the same CIP multiple times and attach the new credential. Yes, you can seek approval for the other certificates by adding them separately to the same CIP.

Degree and <u>one</u> Certificate for this CIP? If so, how can we seek approval for the other two certificates?	
For the Stakeholders' Group, how many representatives do you need per category	The federal regulations uses plural (teacher vs teachers). The response is yes, there must be more than one representative for each category. Only one representative from a category can show but you still need more than one invited. When you submit your minutes, note the people who attended that meeting per category. Maintain documentation (letters, email communication, other) that you invited more than one representative per category. One person may represent more than one category.
Does a survey count as meeting?	A survey may be conducted either before or after the stakeholders meeting, and the results may be used in the stakeholders' meeting discussion. But a survey does not capture the meaning of a stakeholders' group meeting *discussion*.
In the third column titled High Wage/In Demand Occupations (**Local/Regional**), where does that information come from?	That information may be taken directly from the high priority occupation list (HPOL)because that list is a **local/regional** listing of all occupations that meet the annual income requirements for family sustaining wages at the local level ***and*** the in-demand requirements/criteria. The other column in that table comes from the **statewide** PA DOL In-demand list (IDOL).
We operated a carpentry program in 2017-18. In 2018-19 the 10th and 11th graders in that class were moved into Construction Trades and the seniors remained in carpentry. We offered both CIPs last year. In 2019-20 we only have Construction trades. Enrollment and non-traditional enrollment were a very strong part of the Stakeholders discussion, and we anticipate using Perkins funds for Career Camps as an action plan and for use of PERKINS funds. Should the data associated with the discontinued Carpentry be entered to show the full data for enrollment and non-traditional enrollment trends.	You need not enter the carpentry data because that program no longer exists, and you are not using Perkins V funds to support any aspect of that program. You can capture the stakeholders group discussion in your minutes, and if you feel the need, you may enter part of that discussion in the Notes/Comments section of the CLNA where applicable to show the strong part of the stakeholders discussion about enrollment and non-traditional enrollment in the former carpentry program and its association with the existing Construction Trades program.
Are Dual Enrollment credits the same as the local articulation agreements we have in place?	They are not the same. Articulated credits are awarded when the student graduates and enrolls in the post-secondary school with which the articulation agreement exists. Dual enrollment credits are earned while the student is still in high school and are transcripted credits that may be used in any post-secondary school, not just with the post-secondary school with which the dual enrollment agreement exists. With dual enrollment credits, the student has a regular college transcript showing the credits.

Can the minutes be in .pdf format or do they have to be in Word?	Yes, PDF and Word docs may be uploaded.
Do we need to list each instructor for all of our programs?	You need to list those who were members of the Stakeholders' group. If teachers provided input but did not participate with the full stakeholders' group, you need not list them.
Does Uploading minutes mean we upload the template that we discussed in PIL?	No, the template listed all of the discussion prompts and the table data. You will not upload the table data. It will be entered. The minutes will be uploaded to show the discussion that the stakeholders had, and you may use the template to guide the order of the minutes.
Is there a way we can download or have a pdf copy of your sample that you are demonstrating now?	The product that was demonstrated on January 17, 2020 is almost exactly like the CLNA template except for splitting tables, some drop-down menus, and help screens, but the information is almost identical to the CLNA template that was distributed to every school in August 2019.
Do we add all CIPs even if Perkins funds will be not be utilized for a particular program?	You should include all programs that were discussed during the Stakeholders meeting **and** for which you will be using Perkins funds for 2020-2021 and 2021-2022. The CLNA is good for two years of funding. If you do not include them, you may not use funds to support them.
What does an e-mail meeting look like? Are there samples/examples available?	Use email meeting to follow-up with face-to-face or webinar discussions. i.e. There was a discussion about different activities and how much funding will be used per activity. Months later you find out you received an increase, email the stakeholders based on what was discussed in previous meetings. Be sure you keep a copy of email (s) and who received it on file for view. A reviewer will request to view once on-site.
If we are adding a new program for next year and are awaiting final PDE approval can we list that program if it was discussed about using Perkins funds for next year in this program?	You can list that program if it was discussed during the Stakeholders' meeting.
To confirm, what we are seeing in eGrants mirrors the CLNA document distributed by BCTE?	Yes, what you are seeing in eGrants mirrors the CLNA template with a few cosmetic differences (one table split into two tables)
When we get our actual allocation amount?	Approximate, release date for Application amount is April.
This is an unrealistic expectation that we will convene a committee of this size every time there is a change. Is this the law or an interpretation of the law?	Section 134 of Perkins V requires eligible applicants to conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application. The assessment must be updated every two years. The comprehensive local needs assessment must include an evaluation of the performance of the students. It must also include a description of how career and technical education programs offered by the eligible recipient are sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient; 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; and designed to meet local education or economic needs not identified by State boards or local workforce development boards. When conducting the local needs assessment, eligible recipients are required to consult with a diverse group of stakeholders. Again, the way the regulation is written you should be in communication with the stakeholders on a e) CONTINUED CONSULTATION.—An eligible recipient receiving financial assistance under this part shall consult with stakeholders described in subsection (d) on an ongoing basis, as determined by the eligible agency. This may include consultation in order to— (1) provide input on annual updates to the comprehensive needs assessment required under subsection (c)(1)(B);
Do we have to include each of the occupations that are aligned under the local/regional and in-demand columns or can we just include one?	All.
Do we include the past three years' worth of enrollment?	The enrollment data is for the current year (2019-2020) only. You need not include three years of data.
Can you enter a zero if the program was eliminated 2 years ago and cover it in a Note?	If the program was eliminated, you need not include it at all in the CLNA data because you will not be using Perkins funds to support that program. No Note is required.
Can you populate one cell with all the soc codes that are aligned to a specific CIP or does each SOC need its own unique line?	All the soc codes that are aligned to a specific CIP could be enter on one line.
What happens when you are in a consortium situation and the IU has been doing the Perkins Grant? Will this still need to be completed directly by the local district?	If the IU is serving as the fiscal agency, then the IU must complete and submit in consultation with all consortium members and stakeholders' group.
We have a program (machining) we are not eliminating but furloughed for 1 year because of low enrollment. Our plan is to bring it back. Any issues with having no data for a year??	If it was discussed at the Stakeholders Meeting (and will be included in the Minutes) and you are planning to use Perkins funds in 2020-2021 or 2021-2022, you must include it in the CLNA. Since you had no enrollment for one year, enter zeroes. Include information in the Notes where you can about this program.
New programs being added would have "0" for all 3 years being noted. How do we notate that it will be a new program for 20-21?	The information that it is a new program and the discussion about the student needs this program addresses will be in the Minutes of your stakeholders' meeting, and you should notate that where you can throughout the eGrants that it is a new program approved by PDE/BCTE for 2020-2021.
If you put several aligned high wage or in-demand occupations for a CIP in one cell, do you do an average the annual wage?	No, list each annual wage separately.
In a consortium if both post-secondary schools are offering the	Each LEA is separately reporting their school data in the CLNA, so do not combine the totals and report them as one.

same program with the same CIP/SOC do we combine the totals and report them as one?	
We have one and possibly two programs that are changing CIP codes this or next year. How do we account for that in terms of the three year data?	Report the data by CIP based on the school year that CIP was active with student enrollments. When you start the new CIP, report the enrollment numbers for that CIP when it started. Identify in a notation the year the old CIP was terminated and the year the new CIP was started to avoid confusion.
If you are a comprehensive CTE School, do we need to list all regular education teachers?	If they are participating in the professional development the position titles must be listed once with an "s".
On which line in the staff demographic table do administrative staff get reported?	Select "Other" provide details in text box under the table.
Where do we find a list of what is considered "underrepresented"?	Underrepresented categories will be different dependent upon the location. It should be noted that identification of a particular group as underrepresented may vary by positions (e.g., women are underrepresented as an CTE Teacher; Asian Americans in Principal or Director positions).
If you have a program that is not currently aligned to any occupations at local/regional level or the state, do we still enter it? Can you use Perkins money to support this program?	No, must have alignment.
Can Perkins be used for Diversified Occupations too?	The stakeholders must discuss the program. The program must align to the in-demand occupations.
If we use IU for paraprofessionals, do we need to include them?	Yes, if the paraprofessionals work in your building and provide supports for your students, you should include them.
Can you define "paraprofessionals" at the secondary level?	A paraprofessional is an educational worker who is not licensed to teach but performs many duties both individually with students and organizationally in the classroom. A paraprofessional also may be called a paraeducator, teaching assistant, instructional assistant, aide. If you hired someone with the title of paraprofessionals, then list them as that. If a person was hired as an instructional aide, list them under that title.
If stakeholders participated remotely, what do we do about the sign in sheet?	They should be included on sign-in sheet but notate on sign-in line "participated via webinar", etc.
At the postsecondary level, do we include all adjuncts?	Yes, you are not listing every position separately and you are not entering name of the person just positions in PD table.
Is there a maximum number of PD that PDE is looking for?	No, there is no maximum, but use good common sense. Combine PD topics where it makes sense to show diverse PD for all instructional staff.
Is the PD that is list only what Perkins pays for - or all and any that we do?	Include all PD, not just what is funded under Perkins. It would also include TAP PD.
What is the time period for professional development activities?	Two years: 2019-2020 -Transition year and 2020-2021 first year of the 4-year plan.

Is a local generated form acceptable for tracking PD attendance?	Yes, a locally generated form is acceptable for tracking and document PD. You will be entering data into the eGrants, however, not uploading a document.
For comprehensive high schools, do you want all PD for all staff or just CTE teachers?	Yes, PD for all staff. List PD that has an impact upon student achievement, especially PD that impacts sub-groups.
Why is faculty being tracked by underrepresented - please explain is this in the law?	One of the goals of Perkins V is to strengthen the pipeline of CTE teachers and faculty. It is one of the four required state leadership activities and must be included as part of the CLNA. It must address professional development and retention, including those in groups under represented in those professions. https://cte.ed.gov/view_module/73
Is there a ratio or percent that helps defines "underrepresented" (especially for gender)	There is no ratio or percent, but it is that which is not the majority of teachers. The goal is to combat the shortage across the nation of CTE teachers so expanding the pipeline to include those under-represented makes sense. If you have mostly white, female teachers, the goal would be to recruit more non-white, male teachers. Use the "common person" rule. If your ratio is 55% male to 45% female, that looks like gender is fairly well represented. If the ratio is 65% white to 35% non-white, that looks like there is room to improve. Compare your staff demographics to the student population—as a general rule.
So the non-trad list has nothing to do with underrepresented?	The non-traditional list has nothing to do with under-represented staff groups.
Are budget expenditure reports still needed on a quarterly basis?	Fiscal responsibilities did not change with Perkins V. Quarterly expenditure reports are still needed.
What is the expected length of time the window will be open in eGrants to input all of this info?	eGrants open January 24, 2020 and will remain open for CLNA until February 28, 2020.
When are revisions for the 2019-2020 Perkins grant due?	eGrants is open for Perkins 2019-2020 revisions until March 31, 2020.