kuder® Local Needs Assessment™

SIMPLE. CONSISTENT. RELIABLE.

Drive CTE Program Quality, Equity, and Success

The **Kuder® Local Needs Assessment™ (KLNA)** is a powerful tool for driving statewide opportunities that can improve your entire CTE system. With the KLNA, you can meet the new Perkins V comprehensive local needs assessment requirement.

Why the KLNA?

The KLNA offers a point-in-time snapshot that assesses all aspects of a CTE or career development program and its context.

With the KLNA, you'll be able to leverage results to define CTE goals and guide future action. Other benefits include:

✓ Includes pre- and post- evaluation items for stakeholder groups as outlined in Perkins V — students, parents, educators, alumni, and local business community.

✓ Ensures consistency of data collection and reporting.

✓ Reduces administrative burden for Perkins V funding recipients.

✓ Assessment items based on national and international career development policies.

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KLNA Support of Perkins V Needs Assessment's 5 Key Elements*

1 The assessment must measure student performance on the performance indicators. Data collected should include special and/or marginalized populations and subgroups.

→ The KLNA allows for the customization of assessment items, as well as pre- and post-evalautions to address academic needs, to maximize measurement of student performance.

2 Approved assessments must be able to determine whether CTE programs are of sufficient size, scope, and quality; are able to support all students served by eligible recipient; and meet labor market needs.

→ The KLNA helps identify if and how students are learning about emerging and high-growth occupations and whether opportunities to apply in-demand skills valued by today's employers are available.

3 The assessment must measure progress toward the implementation of CTE programs and programs of study.

→ The KLNA measures student awareness of CTE programs and courses of study; provides in-depth analysis of CTE engagement from multiple stakeholder perspectives, and offers post-evaluation of CTE learning and skills application to gauge progress achieved through collaborative efforts based on assessment results.

4 Assessment results should demonstrate how the eligible recipient will improve recruitment, retention, and training of CTE professionals, including underrepresented groups.

→ The KLNA identifies strengths, weaknesses, and gaps of CTE programs by comparing student outcomes with input from counselors, educators, administrators, and local businesses. This allows for the efficient application of resources to close any identified learning and skills application gaps.

5 Assessment must measure progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students.

→ KLNA results help stakeholders assess accessibility of programs from different perspectives by asking questions such as:

- Are students aware of CTE courses and programs in their community?
- Is CTE learning occurring both in and out of the classroom?
- Are technical/in-demand skills CTE programs seek to improve apparent in the form of real-world application?
- Are technical/in-demand skills being observed across stakeholder groups?

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