

Perkins V - Comprehensive Local Needs Assessment (CLNA) Webinar

December 14, 2021

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Housekeeping

- Please submit any webinar questions in the Q&A or to Perkinssupport@cccco.edu after the webinar.
- All questions will be collected and addressed following the webinar in the Vision Resource Center (<https://visionresourcecenter.cccco.edu/>) and posted on Perkins V website (<https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Workforce-and-Economic-Development/Career-Education-Practices/Perkins-V>)
- This webinar is being recorded and will be made available on the Chancellor Office website (<https://www.cccco.edu/>) and Vision Resource Center (<https://visionresourcecenter.cccco.edu/>).
- Please note: Perkins 1C Application 2022-2023 will open on March 15, 2022.

Today's Agenda

1. Comprehensive Local Needs Assessment
2. Relationship between CLNA and Local Application
3. 2022-2023 Perkins 1C Local Application Timeline

Comprehensive Local Needs Assessment (CLNA)

What is the CLNA?

- The CLNA (Comprehensive Local Needs Assessment)
 - Is a district requirement that is included in the Local Application
 - Involves a wide group of stakeholders reviewing a number of elements, including student performance data, program quality, labor market needs, educator development and special populations' access to programs.
 - The goal of a needs assessment is to help educators identify, understand, and prioritize the needs that districts and schools must address to improve performance.

What you need to know about CLNA:

- The CLNA is a significant component of Perkins V that must be updated by local recipients of Perkins and **MUST** be completed prior to the 2022-23 Local Application
- Results of CLNA must be included in the Local Application
- CLNA must address 7 key areas
- Stakeholders must be consulted during the process
- Requires data driven decision making on Local spending

Relationship Between Needs Assessment and Local Application

Needs Assessment

1. Identify areas of strength in CTE system / programs:

- Using prior year enrollment data as a baseline to measure successful district's benchmarks completed.

2. Identify areas of weakness and gaps in CTE system / programs:

- Using prior year data as a baseline to measure lack of targets completed of core indicators.

3. Informed/validated by stakeholders and partners

- Collaborate with stakeholders to analyze strengths and weaknesses in CTE system and programs
- Assess data gathering methods

Local Application

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

- Develop a detailed workplan, budget, and governance model that demonstrates how goals and objectives will lead to intended outcomes.

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

- Develop an infrastructure that builds upon current plan

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

- Using analysis on failed targets, develop infrastructure that includes investment that focuses on weak areas.

CLNA Questions To Consider:

- What strengths and gaps were identified by your needs assessment regarding student performance?
- What subpopulation of students could benefit from additional evidence-based services/supports?
- What priorities are you setting to address the gaps or challenges identified for this element that will be presented in your local application?
- What new or current partners will support student performance priorities identified?
- What new and/or modified policies, evidence-based activities, or structures must be developed and implemented in order to improve student performance?

Sections of the CLNA

Section 1: Stakeholders In The Needs Assessment Process

- In conducting the comprehensive local needs assessment under subsection 134(c), and developing the local application described in subsection 134(b), an eligible recipient shall involve a diverse body of stakeholders, including, at a minimum:
 - Representatives of career and technical education programs in a local educational agency or educational service agency: teachers, guidance counselors, principals, administrators, support services
 - Representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators
 - State board or local workforce development boards and a range of local or regional businesses or industries
 - Parents and Students
 - Representatives of special populations
 - Representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965);
 - Representatives of Indian Tribes and Tribal organizations in the State

Strategies/Action Steps:

- Indicate the key stakeholders (individuals and groups) involved in the completion of this needs assessment
- List, by name (and optional links to), any other stakeholder groups consulted with (but not directly involved) in the completion of the needs assessment:
- Summarize the key stakeholder feedback

Stakeholder Representatives

CTE administrators
including counselors

State board or local
workforce development
boards and local businesses
or industries

Parents and students

Special populations

Indian Tribes and Tribal
organizations in the State,
where applicable

Any other stakeholders

Section 2: Student Performance Data Reviewed

- What strengths and gaps were identified by your needs assessment regarding student performance
- What subpopulation of students could benefit from additional evidence-based services/supports?
- What priorities are you setting to address the gaps or challenges identified for this element that will be presented in your local application?
- What new or current partners will support student performance priorities identified?
- What new and/or modified policies, evidence-based activities, or structures must be developed and implemented in order to improve student performance

Strategies/Action Steps:

- Review Data
- Determine the Strategies/Action Steps to Reach Student Performance.

Section 3: Program Size, Scope, And Quality To Meet The Needs Of All Students

- 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?

Strategies/Action Steps:

- Determine the Strategies/Action Steps to Reach the needs of all Students.

Section 3: Program Size, Scope, And Quality To Meet The Needs Of All Students (Con't)

- **California defines size, scope and quality as follows:**
 - **Size:** Parameters/resources that affect whether the program can adequately address student-learning outcomes.
 - **Scope:** Programs of Study are part of or working toward inclusion within a clearly defined career pathway with multiple entry and exit points.
 - **Quality:** A program must meet two out of the following three criteria: the program develops (1) high skilled individuals, (2) individuals who are competitive for high wage jobs, and (3) individuals who are trained for in-demand occupations.
 - ❑ High-skilled: Programs that result in industry-recognized certificates, credentials, or degrees.
 - ❑ High-wage: High-wage is anything that is above the median wage for all occupations
 - ❑ In-demand: Occupations that are identified in the Occupation in Demand index and/or through comprehensive local needs assessment.

Section 4: Progress Towards Implementation Of CTE Programs Of Study/Career pathways

- What strengths and gaps were identified by your needs assessment regarding CTE?
- What priorities have been identified in the needs assessment process to address gaps or deficits in CTE?
- What new and/or modified policies, activities, or structures must be developed and implemented, to ensure participation and success of special population groups?
- What professional development, resources, or support is needed to enhance the structure of and enhance student opportunity to progress within a CTE?
- What professional development, resources, or support is needed to recruit and retain special population students in your CTE?

Strategies/Action Steps:

- Goal: Progress towards Implementation of CTE Programs of Study/Career Pathways

Section 5: Improving Recruitment, Retention, And Training Of CTE professionals, including Underrepresented Groups

- What strengths and gaps were identified by your needs assessment regarding recruitment, retention, and training of CTE professionals, including underrepresented groups?
- What priorities regarding recruitment, retention and training of a diverse field of CTE professionals were uncovered in the needs assessment process?
- What new and/or modified policies, activities or structures must be developed and implemented?
- What professional development, resources, or support is needed to improve consortium performance on recruitment, retention and training of CTE professionals?

Strategies/Action Steps:

- Determine the Strategies/Action Steps to improving recruitment, retention, and training of CTE professionals, including underrepresented groups.

Section 6: Progress Towards Equal Access To CTE Programs For All Students

- What strengths and gaps were identified by our needs assessment regarding equal access to CTE programs for all students?
- What priorities regarding equal access for all students were uncovered in the needs assessment?
- What new and/or modified policies, activities, or structures must be developed and implemented?
- What professional development, resources, or support is needed to improve equal access to CTE programs for all students?

Strategies/Action Steps:

- Determine the Strategies/Action Steps to reach the goal of Progress towards equal access to CTE programs for all

Section 7: Alignment to Labor Market Information (LMI)

- What strengths and gaps were identified by your needs assessment regarding Labor Market Information (LMI)?
- What priorities regarding were uncovered in the Labor Market Information (LMI)?
- What new and/or modified policies, activities, or structures must be developed and implemented in response to the Labor Market Information (LMI)?
- What professional development, resources, or support is needed to improve data driven decision-making using Labor Market Information (LMI)?

Strategies/Action Steps:

- Determine the Strategies/Action Steps to Alignment to Labor Market Information (LMI)

What Must Be Addressed?

Student performance on federal accountability indicators, **disaggregated**

How programs are aligned to **labor market needs**

Whether programs are of sufficient **size, scope and quality** to meet all students' needs

Progress toward implementing programs and **programs of study**

Efforts to improve recruitment, retention and training of **faculty and staff**

Progress toward **improving access and equity**

Regional Consortium Coordination Strategy

- What went well in your CLNA process?
- What could have been done differently to achieve better results?
- What individual or groups were invited but did not participate? Why did they not participate? What future steps will you take to engage them?
- What other initiatives can be leveraged and aligned across sectors to make this work successful?
- How will you build connections to and through those other initiatives?
- On what established schedule will you continue to meet and work together?
- How will you demonstrate collective commitment to on-going engagement in this work?

Perkins V Local Application Timeline



Local Application Elements

- Career technical education (CTE) course offerings and activities that the eligible recipient will provide with funds
- New programs of study for submission of state approval
- Learning Overview plan of CTE course offerings for all students
- Stakeholders
- Preparation for Non-Traditional fields
- Work-based Learning opportunities
- Addressing disparities and gaps

Local Application Timeline

- | | |
|---|---|
| <ul style="list-style-type: none">• March 15, 2022 | <ul style="list-style-type: none">• Local Application Opens in NOVA |
| <ul style="list-style-type: none">• May 15, 2022 | <ul style="list-style-type: none">• Local Application due in NOVA by 5:00PM |
| <ul style="list-style-type: none">• July 1, 2022 | <ul style="list-style-type: none">• Perkins 2022-2023 Title I-C grants become effective. |

CLNA NOVA Submission and Resources

CLNA Resources on NOVA

The screenshot displays the NOVA (Plan, Invest, Track) application interface. The top left shows the user 'Ryan Hatcher' and the program 'Perkins'. The main title is 'Contra Costa CCD - Perkins 1C Application (2020-21)'. The status is 'Edited', and there are '6 errors' indicated. The left sidebar contains a navigation menu with 'Applications' selected. The main content area is titled 'Local Needs Assessment' and contains a 'Summary of the Results of the Comprehensive Local Needs Assessment (CLNA)'. Below the summary is a list of instructions for the assessment sections, followed by two large text input fields for providing a summary of student performance and program size. The input fields have character counts of 0/2500.

NOVA
PLAN. INVEST. TRACK.

Ryan Hatcher

All Programs

Perkins

Title 1C

Headcount

Applications

Fiscal Reporting

Invoicing

Title 1B

Program Settings

Perkins

Contra Costa CCD - Perkins 1C Application (2020-21)

Workflow / Forms: Local Needs Assessment

Status: Edited

Next

6 errors | Show

Workflow

Forms

Responses Incomplete

Local Needs Assessment Incomplete

Goals & Metrics Incomplete

Budget Summary Completed

Preview

Local Needs Assessment

Summary of the Results of the Comprehensive Local Needs Assessment (CLNA)

Each section below is meant to be a concise and complete(1) summary of the more in-depth exploration of each section of recipient CLNA. Each section is based on a separate requirement from the Perkins V law, Section 134, of what must be contained in the CLNA and application. All other evidence of the complete CLNA process should be kept on file and ready to be reviewed in a Federal Program Monitoring (FPM) visit or upon request.(2)

1. Each line item in the eligible grant recipient's 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.

1. Section 134(c)(2)(A): Provide a summary of Student Performance on Required Performance Indicators (Disaggregated) *

Characters : 0/2500

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

Characters : 0/2500

CLNA Resources

- [CLNA local leaders guide](#) (ACTE)
- [CLNA state leaders guide](#) (Advance CTE)
- [Policy Benchmark Tool on Program of Study Approval](#) (Advance CTE)
- [Equity gap analysis and root causes and strategies for nontraditional career preparation and students with disabilities](#) (NAPE)
- [Needs assessment tactical guide](#) (CCSSO and Center on School Turnaround)
- [CLNA template](#)

Frequently Asked Questions

FAQs

Question:

On a regional level, the RC RFA requires that applicants submit the most recent CLNA. Could applicants satisfy this requirement by describing in their proposal how they would go about both developing a CRNA and seeking alignment and integration with a region's CLNAs?

Answer:

The CLNA is required of all districts to receive funding. Regional assessments should align with district needs within their region.

FAQs

Question:

Once the CLNA is completed, is it sent to our regional representative or uploaded to NOVA?

Answer:

Where districts are to collaborate with their regions to discuss district needs to the region, they are to submit their own CLNA into NOVA.

FAQs

Question:

Are there other documents I will need to send to my Regional Chair, or upload to NOVA Perkins V site?

Answer:

No, only the CLNA.



California Community Colleges

Thank you!

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