

**PERKINS V  
COMPREHENSIVE LOCAL NEEDS  
ASSESSMENT (CLNA) REPORTING  
FRAMEWORK  
for  
CALIFORNIA COMMUNITY COLLEGES**

**Community College District:**

**To be submitted with the 2020-2022 Local Application**

Date: \_\_\_\_\_/\_\_\_\_\_/2020

# Introduction

The purpose of this document is to assist Perkins recipient's in preparing the content of a comprehensive local needs assessment. One of the most significant changes introduced in the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) is the introduction of a comprehensive local needs assessment (CLNA) that requires data-driven decision-making on local spending. The CLNA must be completed at the beginning of Perkins V implementation. This new process 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.

It must be completed by local recipients of Perkins funds at the beginning of the grant period and then updated at least once every two years. 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—educators, business and industry partners, parents , and parents among others. More importantly, local funding decisions must be based on the local needs assessment.

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. 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

The following pages contain information that will help LEAS understand and develop a needs assessment.

# Executive Summary

**Direction:** Complete this section after all other sections.

**Summarize the specific insight gained in the needs assessment related to each required element (below).**

- 1 Element #1: Student Performance on Required Performance Indicators (Disaggregated)**
- 2 Element #2: Program Size, Scope, and Quality to meet the needs of all Students**
- 3 Element #3: Progress towards Implementation of CTE Programs of Study**
- 4 Element #4: Improving recruitment, retention, and training of CTE professionals, including underrepresented groups**
- 5 Element #5: Progress towards equal access to CTE programs for all students**
- 6 Element #6: Alignment to Labor Market Information (LMI)**

**NOTE:** *Required supporting documents used in the needs assessment must be available on file for review during monitoring visits or upon request. Evidence of stakeholder engagement would include such documentation as meeting agendas, notes, and list of participants (names, Institution, title, phone and email).*

# Section 1: What the Perkins V law says about 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, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals;
- representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators;
- representatives of the State board or local workforce development boards and a range of local or regional businesses or industries;
- parents and students;
- representatives of special populations<sup>1</sup>;
- 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, where applicable; and any other stakeholders that the eligible agency may require the eligible recipient to consult.

**1.1- Please indicate the key stakeholders (individuals and groups) involved in the completion of this needs assessment:** *(Use Appendix A : Stakeholders involvement to gather partners for your CNLA)*

**1.2 List, by name (and optional links to), any other stakeholder groups consulted with (but not directly involved) in the completion of the needs assessment:**

**1.3 Summarize the key stakeholder feedback:**

**NOTE:** Evidence of stakeholder engagement would include such documentation as meeting agendas and notes.

## Section 2: Needs Assessment Element #1

### STUDENT PERFORMANCE DATA REVIEWED

**Direction: Refer to Perkins, Title IC application, Form CTE-6, CTE7 and Core Indicators website.**

[Link to : PERKINS, TITLE IC LOCAL APPLICATION](#)

[Link to MIS- Core Indicators](#)

#### 2P1 Completions (Credential, Certificate, License or Degree)

Program Year	State Target	District Agreed Target	Actual Performance	90% of Agreed upon Target	Goal Met
2016-2017	88.00%				<input type="checkbox"/> YES <input type="checkbox"/> NO
2017-2018	88.00%				<input type="checkbox"/> YES <input type="checkbox"/> NO
2018-2019	89.00%				<input type="checkbox"/> YES <input type="checkbox"/> NO
2019-2020	89.00%				<input type="checkbox"/> YES <input type="checkbox"/> NO
Average	88.50%				

#### 3P1 Student Retention or Transfer

Program Year	State Target	District Agreed Target	Actual Performance	90% of Agreed upon Target	Goal Met
2016-2017	90.00%				<input type="checkbox"/> YES <input type="checkbox"/> NO
2017-2018	90.00%				<input type="checkbox"/> YES <input type="checkbox"/> NO
2018-2019	91.00%				<input type="checkbox"/> YES <input type="checkbox"/> NO
2019-2020	91.50%				<input type="checkbox"/> YES <input type="checkbox"/> NO
Average	90.63%				

#### 4P1 Postsecondary Placement

Program Year	State Target	District Agreed Target	Actual Performance	90% of Agreed upon Target	Goal Met
2016-2017	68.00%				<input type="checkbox"/> YES <input type="checkbox"/> NO
2017-2018	72.00%				<input type="checkbox"/> YES <input type="checkbox"/> NO
2018-2019	73.23%				<input type="checkbox"/> YES <input type="checkbox"/> NO
2019-2020	73.23%				<input type="checkbox"/> YES <input type="checkbox"/> NO

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<sup>1</sup> The Perkins V law defines special populations as individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for nontraditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals; youth who are in, or who have aged out of, the foster care system; and youth with a parent who is on active duty in the military.

Average	71.62%				
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### 5P1 Equity: Non-Traditional Participation

Program Year	State Target	District Agreed Target	Actual Performance	90% of Agreed upon Target	Goal Met
2016-2017	25.00%				<input type="checkbox"/> YES <input type="checkbox"/> NO
2017-2018	25.00%				<input type="checkbox"/> YES <input type="checkbox"/> NO
2018-2019	26.00%				<input type="checkbox"/> YES <input type="checkbox"/> NO
2019-2020	26.00%				<input type="checkbox"/> YES <input type="checkbox"/> NO
Average	26.50%				

### CTE Enrollment:

Program Year	All Students	CTE	Male	Female	Special Population
2017-2018					
2018-2019					
2019-2020					

## Section 2.1: Needs Assessment Element #1 Results

**2.1.1 What strengths and gaps were identified by your needs assessment regarding student performance?**

**2.1.2 What subpopulation of students could benefit from additional evidence-based services/supports?**

**2.1.3 What priorities are you setting to address the gaps or challenges identified for this element that will be presented in your local application?**

**2.1.4 What new or current partners will support student performance priorities identified?**

**2.1.5 What new and/or modified policies, evidence-based activities, or structures must be developed and implemented in order to improve student performance?**

### **Data sources used to examine element: (Check all that apply)**

- ☐ Consortium secondary student data on...enrollment, concentration, completion and ESSA math and English Language Arts (ELA) achievement
- ☐ Consortium postsecondary institution data on enrollment, concentration, completion, or placement.
- ☐ Disaggregate data on special populations examined in comparison to total CTE population
- ☐ [Link to: PERKINS, TITLE IC LOCAL APPLICATION](#)
- ☐ [Link to MIS- Core Indicators \(Form1 Section 1 Part E-D: District Aggregate Core Indicator Information\)](#)
- ☐ [Link to Career Technical Education Act \(Perkins IV\) - Negotiation Spreadsheets](#)
- ☐ Other (list/describe):

**NOTE:** California Secondary and Postsecondary education systems are working to develop reporting tools that will provide Perkins V postsecondary participants, concentrators, and each performance indicator disaggregated by special populations and reporting cluster. Your college's program review data may also be a good supplemental data source. Although you will have access to all data, some disaggregation may result in small cell sizes that can be considered private data. **Please exercise caution to ensure no private data is reported in the needs assessment because these documents will be publicly available.**

## Section 2.2: Action Plan for Element #1

### Strategies/Action Steps

**Direction:** Determine the Strategies/Action Steps to Reach the Goal of Element #1: Student Performance.

*Use appendix B: Action plan for strategy to provide answers to this section. We recommend no more than five strategies under this element. (One sheet per strategy).*



## Section 3: Needs Assessment Element #2

### Program Size, Scope, and Quality to meet the needs of all Students

**Direction:** in addition to the description below, refer to appendix C: Key questions to ask during CLNA development process.

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.

**Table 1: CTE Program Summary** (Based on the data (Table 1 and Appendix E), provide a local CTE program summary analysis for *each* CTE program offering that includes analyses of: strength(s) - weakness(es) – challenges- opportunities)

Program: \_\_\_\_\_ Career Cluster: \_\_\_\_\_

Description	FY 2019 20	FY 2018 19	FY 2017 18	Average
1. # of CTE Students Enrolled				
2. # of female Enrolled				
3. Min Class size				
4. # of Dual Enrollment				
5. # of CTE Instructors				
6. # of CTE Counselors				
7. # of Career pathways				
8. # of Articulations				
9. WBL				
10. # Credential Awarded				
11. # Classes Aligned with Industry				
12. # of Apprenticeship				
13. # of Job opening				
14. Advisory Committee(Y/N)				

## Section 3.1: Needs Assessment Element #2 Results

### Program Size, Scope, and Quality to meet the needs of all Students

Direction: Use Appendix D and /or E to Gather Data

- 3.1.1 What strengths and gaps were identified by your needs assessment regarding size, scope, and quality?**
  
- 3.1.2 What priorities were identified to enhance program size, scope, and quality during the needs assessment process that will be included in your local application?**
  
- 3.1.3 What new and/or modified policies, activities, or structures must be developed and implemented?**
  
- 3.1.4 What professional development, resources, or support is required to enhance program size, scope, and quality?**
  
- 3.1.5 What changes might be made to career exploration/guidance to improve program size, scope, and quality?**

**Data sources used to examine element: (Check all that apply)**

- ☐ COE Data ☐ EED/Workforce data
- ☐ Disaggregate data on special populations examined in comparison to total CTE population
- ☐ Program review/accreditation
- ☐ Other (list/describe):

## Section 3.2: Action Plan for Element #2

Program Size, Scope, and Quality to meet the needs of all Students

### Strategies/Action Steps

**Direction:** Determine the Strategies/Action Steps to Reach the Goal of Element #2: Program Size, Scope, and Quality to meet the needs of all Students.

*Use appendix B: Action plan for strategy to provide answers to this section. We recommend no more than five strategies under this element. (One sheet per strategy).*

## **Section 4: Needs Assessment Element #3**

### **Progress towards Implementation of CTE Programs of Study/Career Pathways \***

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

#### **Data sources used to examine element: (Check all that apply)**

- ☐ Consortium member data
- ☐ Projected employment needs by cluster
- ☐ DEED/Workforce data
- ☐ Other (list/describe):

NOTE: Footnote WIOA career pathways; Federal term of art

## Section 4.1: Action Plan for Element #3

**Progress towards Implementation of CTE Programs of Study/Career Pathways \***

### **Strategies/Action Steps**

**Direction:** Determine the Strategies/Action Steps to reach the Goal of Element #3: Progress towards Implementation of CTE Programs of Study/Career Pathways \*.

*Use appendix B: Action plan for strategy to provide answers to this section. We recommend no more than five strategies under this element. (One sheet per strategy).*

## Section5: Needs Assessment Element #4

### Improving recruitment, retention, and training of CTE professionals, including underrepresented<sup>2</sup> groups

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

#### Data sources used to examine element: (Check all that apply)

- ☐ Consortium member data
- ☐ Association reports
- ☐ Disaggregate data on special populations examined in comparison to total CTE population
- ☐ Program review/accreditation
- ☐ Other (list/describe):

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<sup>2</sup> "Underrepresented" as used here, refers to individuals belonging to groups that are underrepresented in these professions. Refer to Perkins V, Sec 134(c)(2)(D).

## Section 5.1: Action Plan Element #4

**Improving recruitment, retention, and training of CTE professionals, including underrepresented<sup>3</sup> groups**

### **Strategies/Action Steps**

**Direction:** Determine the Strategies/Action Steps to reach the Goal of Element #4: Improving recruitment, retention, and training of CTE professionals, including underrepresented groups. *Use appendix B: Action plan for strategy to provide answers to this section. We recommend no more than five strategies under this element. (One sheet per strategy).*

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<sup>3</sup> "Underrepresented" as used here, refers to individuals belonging to groups that are underrepresented in these professions. Refer to Perkins V, Sec 134(c)(2)(D).

## **Section6: Needs Assessment Element #5**

### **Progress towards equal access to CTE programs for all students**

**NOTE:** *Review your data documented in Element #1: Student Performance on Required Performance Indicators. .*

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

#### **Data sources used to examine element: (Check all that apply)**

- ☐ Consortium member data
- ☐ Regional/State demographics
- ☐ Disaggregate data on special populations examined in comparison to total CTE population
- ☐ Results from NAPE Equity self-assessment
- ☐ Local Equity & Inclusion Plan
- ☐ Other (list/describe):



## Section 6.1: Action Plan Element #5

Progress towards equal access to CTE programs for all students

### Strategies/Action Steps

**Direction:** Determine the Strategies/Action Steps to reach the Goal of Element #5: Progress towards equal access to CTE programs for all.

*Use appendix B: Action plan for strategy to provide answers to this section. We recommend no more than five strategies under this element. (One sheet per strategy).*

## **Section 7: Needs Assessment Element #6**

### **Alignment to Labor Market Information (LMI)**

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

#### **Data sources used to examine element: (Check all that apply)**

- ☐ Consortium member data
- ☐ Regional/State demographics
- ☐ Disaggregate data on special populations examined in comparison to total CTE population
- ☐ Results from NAPE Equity self-assessment
- ☐ Local Equity & Inclusion Plan
- ☐ Other (list/describe):

## Section 7.1: Action Plan Element #6

### Alignment to Labor Market Information (LMI)

#### Strategies/Action Steps

**Direction:** Determine the Strategies/Action Steps to reach the Goal of Element #6: Alignment to Labor Market Information (LMI)

*Use appendix B: Action plan for strategy to provide answers to this section. We recommend no more than five strategies under this element. (One sheet per strategy).*

# **Consortium Coordination Strategy**

Use the following questions to develop an ongoing strategy, process, or mechanism to ensure this need assessment is used, with fidelity, to inform local and regional planning and decision-making.

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

# **Regional Consortia Review of Comprehensive Local Needs Assessment**

I acknowledge receipt of this comprehensive local needs assessment document and confirm that it will be vetted with regional consortium governing bodies as appropriate.

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**Regional Consortia Chair (Print Name)**

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**Signature**

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**Date**