



Perkins V

Comprehensive Local Needs Assessment (CLNA)

Guidance Checklist

The purpose of this document is to assist community college districts in preparing contents of the Comprehensive Local Needs Assessment (CLNA). One of the most significant changes introduced in the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) is that the CLNA that requires data-driven decision-making for local spending. This process involves a wide variety of stakeholders, reviewing a number of elements including student performance data, program quality, labor market needs, educator development and special populations' access to career technical education (CTE) programs.

The goal of a CLNA is to help educators identify, understand, and prioritize the needs that districts and schools must address to improve core indicator 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 community college districts understand and develop a CLNA.

Stakeholder Engagement and Consultation

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—

- a) 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;

- b) representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators;
- c) representatives of the State board or local workforce development boards and a range of local or regional businesses or industries;
- d) parents and students;
- e) representatives of special populations¹;
- f) 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); and
- g) 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.

Required Elements

The following six elements are required to be addressed in the Comprehensive Local Needs Assessment:

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

¹ 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.

Element #1: STUDENT PERFORMANCE DATA REVIEWED

✓ **Strategies/Action Steps**

Determine District/College Actual Performances using MIS data report for FY 21-22 and 22-23.

List of suggested data sources to examine this element:

- [Link to: Launchboard data reporting system](#)
- [Link to MIS- Core Indicators](#) (**Form 1 Section 1 Part E-D: District Aggregate Core Indicator Information**)
- [Link to Career Technical Education Act \(Perkins V\) - Negotiation Spreadsheets](#)

Element #2: Program Size, Scope, and Quality to meet the needs of all Students

✓ **Strategies/Action Steps**

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

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-skill** is defined as any program of study from a California community college career education program.
 - **High-wage** is defined as any occupation meeting or exceeding the median wage in the [college's assigned region](#).
 1. The regional wage criteria is determined by calculating the median of the median for all occupations where 2022 wage data is available in the region.

2. An exception can be made for occupations that do not meet the high-wage criteria. The exception must show that the program of study earnings outcomes (which trains to the occupation) exceeds the regional average for the region by at least 10%. This data can be found on the [Strong Workforce Program dashboard](https://www.calpassplus.org/Launchboard/SWP.aspx) (<https://www.calpassplus.org/Launchboard/SWP.aspx>) using the “SWP Exiting Students Who Attained the Living Wage” metric.
- **In-demand** is defined as any occupation in the college’s assigned region that:
 1. Has new job growth projected for the period 2022 through 2027 within the region; and,
 2. Meets or exceeds the median annual job openings for the region.

ELEMENT #3: Progress towards Implementation of CTE Programs of Study/Career Pathways

✓ **Strategies/Action Steps**

Determine the Strategies/Action Steps to reach the Goal of Element #3: Progress towards Implementation of CTE Programs of Study/Career Pathways. We recommend no more than five strategies under this element.

ELEMENT #4: Improving recruitment, retention, and training of CTE professionals, including underrepresented² groups

✓ **Strategies/Action Steps**

Determine the Strategies/Action steps to reach the goal of Element #4: Improving recruitment, retention, and training of CTE professionals, including underrepresented groups.

List of suggested data sources used to examine this element:

- ☐ Consortium member data
- ☐ Association reports
- ☐ Disaggregate data on special populations examined in comparison to total CTE population
- ☐ Program review/accreditation

² 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).

Element #5: Progress towards equal access to CTE programs for all students

✓ Strategies/Action Steps

Determine the Strategies/Action Steps to reach the Goal of Element #5: Progress towards equal access to CTE programs for all. We recommend no more than five strategies under this element.

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

List of data sources to examine this element:

- ☐ Centers of Excellence (COE) Data
- ☐ EDD/Workforce data
- ☐ Disaggregate data on special populations examined in comparison to total CTE population
- ☐ Program review/accreditation

Element #6: Alignment to Labor Market Information (LMI)

✓ Strategies/Action Steps

Determine the Strategies/Action Steps to reach the Goal of Element #6: Alignment to Labor Market Information (LMI). We recommend no more than five strategies under this element.

List of data sources used to examine element:

- ☐ COE Data
- ☐ EDD/Workforce data
- ☐ Disaggregate data on special populations examined in comparison to total CTE population
- ☐ Program review/accreditation

Final Summary

Write a summary of the CTE programs and of study and their associated TOP codes to be funded within the college/district's local application.

Recommended Resources

- EDD Labor Market Information: <https://www.labormarketinfo.edd.ca.gov/>
- Centers of Excellence: <http://www.coeccc.net/#studybyregion>
- MIS Data Mart: <https://datamart.cccco.edu/DataMart.aspx>
- MIS Perkins Core Indicators:
https://misweb.cccco.edu/perkinsv/Core_Indicator_Reports/Default.aspx
- LaunchBoard: <https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx>
- Chancellor's Office, Vision 2030 Goals, Outcomes and Metrics:
<https://www.cccco.edu/About-Us/Vision-2030/outcomes-and-metrics>
- Advance CTE: <https://careertech.org/>
- National Alliance for Partnerships in Equity (NAPE): <https://napequity.org/about-us/>