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DATA QUALITY INSTITUTE

Data Elements Data for FY 2026-27 CLNA & Title-IC Local Application

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The Purpose of Comprehensive Local Needs Assessments (CLNA)

The CLNA aims to facilitate a data-informed, continuous improvement process for community colleges to assess the extent to which their CTE programs and programs of study are aligned with _local Communities, Regional and State needs._

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District Eligibility in Receiving Perkins Funds

Comprehensive Local Needs Assessment(CLNA)

1- To be eligible to receive financial assistance under Perkins V, an eligible recipient shall: Conduct a comprehensive local needs assessment related to career and technical education. District mush address the **6 components** in the need assessment

2- Not less than once every 2 years, update such comprehensive local needs assessment.

Perkins IC Application in NOVA System

Local Application Requirements

1- Applicants must address the **8 elements** in the application, as found in Section 134 (b) of the Perkins V Act:

2- A description of the results of the comprehensive local needs assessment conducted under subsection(c).

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CLNA Required Consultations

1. Representatives of secondary and postsecondary CTE programs, including teachers, career guidance and academic counselors, administrators

2. Representatives of the state or local workforce development board

3. Students and parents

4. Representatives of special populations

5. Representatives of agencies serving out-of-school youth, homeless children and youth, and at-risk youth

6. Representatives of Indian Tribes and Tribal organizations located/providing services in the SDA, if applicable

7. Other stakeholders, as relevant to the college

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Steps of Consulting CLNA

**CLNA :
Data Driven
Decision
Making**

Planning : Data Analysis
(to Identify Gaps & Needs)

Determine Goals and Objectives

Activities to Be Funded and Budget

Accountability: Core Indicators of
Performance

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The SIX Components of the CLNA

What must be addressed?

Student Performance	Programs Alignment with Labor Market Needs	Programs Size, Scope and Quality
Progress Toward Implementing CTE Programs of Study	Recruitment, Retention and Training of Faculty and Staff	Progress Toward Improving Access and Equity

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1. Student Performance of Level (Metrics)

1P1: Postsecondary Placement	2P1: Recognized Credentials	3P1: Non-Traditional Program Concentration
Transfer - Employment - Military Service - Remain Enrolled – Advanced Training	Degree - Certificate - Industry Credentials - License	Ex: Welding - Nursing- Architecture

Definition	Definition	Definition
The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment	The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion	The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields

Data Sources: Perkins V website, MIS, Local MIS
- Disaggregate data by subgroups (race, gender, special populations)

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1. Student Performance of Level (Metrics)

Core Indicator 2 - Cohort Yr: 2022- 2023 Earned Postsecondary Credential			Negotiated Level		College Performance	Percent Above or Below Negotiated Level	Percent Above or Below 90% Negotiated Level
	Count	Total	State	District			
22 CTE Cohort*	85	110	84.02	89.60	77.27	-12.3	-3.4
Gender							
23 Female	22	27	84.02	89.60	81.48	-8.1	0.8
24 Male	61	81	84.02	89.60	75.31	-14.3	-5.3
Ethnicity/Race							
25 Asian	30	32	84.02	89.60	93.75	4.2	13.1
26 Black or African-American	11	15	84.02	89.60	73.33	-16.3	-7.3
27 Filipino	3	3	84.02	89.60	100.00	N/A	N/A
28 Hispanic	14	29	84.02	89.60	48.28	-41.3	-32.4
29 American Indian/Alaskan Native	0	0	84.02	89.60	N/R	N/R	N/R
30 Other Non-White	0	0	84.02	89.60	N/R	N/R	N/R
31 Pacific Islander	1	1	84.02	89.60	100.00	N/A	N/A
32 Multi-Ethnicity	7	7	84.02	89.60	100.00	N/A	N/A
33 White Non-Hispanic	16	20	84.02	89.60	80.00	-9.6	-0.6
Special Population							
34 Individuals Preparing for Non-Traditional Fields	6	9	84.02	89.60	66.67	N/A	N/A
35 Out of Workforce Individuals	3	4	84.02	89.60	75.00	N/A	N/A
36 Individuals with Economically Disadvantaged Families	64	81	84.02	89.60	79.01	-10.6	-1.6
37 English Learners	7	7	84.02	89.60	100.00	N/A	N/A
38 Single Parents	5	5	84.02	89.60	100.00	N/A	N/A
39 Individuals with Disabilities	10	12	84.02	89.60	83.33	-6.3	2.7
40 Homeless Individuals	0	0	84.02	89.60	N/R	N/R	N/R
41 Youth in Foster Care	2	2	84.02	89.60	100.00	N/A	N/A
42 Youth with Parent in Active Military	1	1	84.02	89.60	100.00	N/A	N/A

Data sources: Perkins V website , MIS, Local MIS
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1. Size

Examine the number of programs and courses offered, as well as the number of students served by CTE programs in relation to the total student population that could be served.

2. Scope

Examine policies for, participation in and outcomes of credit transfer agreements and dual/concurrent enrollment programs.

3. Quality

Consider if work-based learning, advanced academic courses, dual credit, CTSO opportunities are across all programs of study, or only in some.

To display 4 or 6 digit TOP codes, click on the plus sign to the left of the TOP code.

Cohort Yr: 2022- 2023	Core 1 Postsecondary Retention & Placement	Core 2 Earned Postsecondary Credential	Core 3 Non-traditional Program Enrollment	Core 4 Employment
01 AGRICULTURE AND NATURAL RESOURCES	93.69	74.42	75.00	70.37
05 BUSINESS AND MANAGEMENT	96.30	84.21	56.67	83.33
08 EDUCATION	100.00	0.00	1.82	100.00
12 HEALTH	100.00	66.67	23.08	100.00
13 FAMILY AND CONSUMER SCIENCES	92.86	60.00	12.50	0.00
21 PUBLIC AND PROTECTIVE SERVICES	83.33	90.00	40.00	50.00

Performance Rate Less Than Goal is Shaded	Total Count is 10 or Greater	Total Count is Less Than 10

Core 1 - Postsecondary Retention & Placement: 92.00% Performance Goal - (2022- 2023)

Core 2 - Earned Postsecondary Credential: 89.60% Performance Goal – (2022- 2023)

Core 3 - Non-traditional Program Enrollment: Greater than 27.00% Participation – (2022- 2023)

Core 4 - Employment: 73.25% Performance Goal - (2022- 2023)

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Data sources: Local MIS- State Data –District /College enrollment data and WBL reports

1. Identifier Current and Planned Programs Of Study	2. Evaluate Labor Market Demand	3. Collaborate and Confirm with Business and Industry Stakeholders	4. Decide On Programs Of Study to Offer

- Districts are required to consider the alignment between programs of study offered and the labor market needs of the local area, state and/or region.

Data Sources:

CEE CENTER OF EXCELLENCE FOR LABOR MARKET RESEARCH

LABOR & WORKFORCE DEVELOPMENT AGENCY

EDD

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Using District Data

Using MIS Data

Using Program or research Data

1. Address any needs associated with teacher demographics.
2. Identify needs related to teacher workplace experience based on the program area.
3. List and describe specific improvement activities or training.

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6. Eliminating Inequities in Access to CTE Programs and Activities

Using Transfer or Performance Data → **Using Concentrators Enrollment Data** → **Using Activity Participations Data**

- Districts must evaluate progress in providing all students equal access to CTE programs and in providing CTE programming that maximizes success for special populations.
- CTE programming that maximizes success for special populations
- Concentrators Analysis
- Gaps Analysis
- Disaggregate data by subgroups (race, gender, special populations)

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Compiling Results of the CLNA

Sample Results of the CLNA

1. Data Reviewed
2. Gaps and Needs
3. Programs of Study to Offer
4. Goals/Objectives
5. Activities to Support Students, Faculty and Staff
6. Funding
7. Measurable Outcomes

Relationship Between CLNA Local Application

The summation of findings from the Comprehensive Local Needs Assessment process are to inform community colleges' development of their Perkins V local application for funding.

Needs Assessment

- Identify areas of strength in CTE system/ programs
- Identify areas of weakness and gaps in CTE system/programs
- Informed/validated by stakeholders and partners

Local Application

- Lay out eligible recipient's vision or theory of action for CTE
- Identify strategies, solutions and investments to sustain and scale strengths in CTE system / programs
- Identify strategies, solutions and investments to address weakness and gaps in CTE system /programs

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Perkins Programs Alignment

Perkins recipients must use several approaches to ensure that programs are aligned to the:

Local Communities Needs

(Program Goals)

Regional Needs

(Regional Strategic Plan)

State Needs

(Master Plan for Career Education & Chancellor 's Vision 2030)

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District Application Steps

- Districts Headcount Certification in NOVA
- Allocations to Districts
- Programs to Be Funded and Budget
- Certifications and Submission

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FY 2026-27 CLNA and 1C Application Timeline

Due Dates

- CLNA and Perkins IC application are due on May 30, 2026

- Districts should begin working on the CLNA ASAP to avoid any delay.

- IC application will open in March 2026 using 90% of FY 2025-26 allocation.

- CLNA and Application must be signed by either district CBO or designee.

GOAL ACHIEVED: STUDENTS SERVED!

Thank You

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