



MEMORANDUM

November 24, 2025

WED 25-80 | Via Email

TO: Chief Executive Officers
Chief Instructional Officers
Chief Business Officers
Career Education Deans
Regional Consortia Chairs
Centers of Excellence

FROM: Chèri Fortin, Dean of Workforce and Economic Development Division

RE: Perkins FY 2026-27 Comprehensive Local Needs Assessment Guidance
Memorandum

The Chancellor's Office is pleased to release updated guidance for the California Postsecondary Perkins V Comprehensive Local Needs Assessment (CLNA). These updates are designed to support the effective use of Perkins V federal funding, promote equitable student outcomes, enhance California's postsecondary Core Indicators of Performance, and align with both federal guidance from the U.S. Department of Education's Office of Career, Technical, and Adult Education (OCTAE) and the Chancellor's Office [Vision 2030 goals](#).

Background

The CLNA is a foundational requirement under Perkins V and informs the local application narrative, budget, and strategies for meeting State Determined Levels of Performance (SDLPs). Community college districts are expected to prioritize equity by designing programs of study that support students from all backgrounds and actively work to close achievement gaps.

CLNA Requirements

Per Section 134(c)(2) of the Perkins V Act, eligible recipients—defined as California community college districts—must conduct a CLNA and include its findings in the 2026-27 local application. Each of the 72 districts must complete and submit a CLNA in PDF format via NOVA. To support this process, the Chancellor's Office has provided a CLNA Framework (attached). Districts are encouraged to use [Appendix C: Key Questions to Ask](#) during CLNA development as a guideline (attached). Both the CLNA Framework and Appendix C can also be found on our [Perkins website](#).

Programs of Study

Under Perkins V, colleges must develop coordinated, nonduplicative sequences of academic and CTE coursework that leads to postsecondary degrees, industry-recognized certificates, or credentials. Findings from the CLNA should inform improvements to these programs, with a focus on accessibility for diverse and underserved student populations. Programs should align with broader institutional career pathway initiatives.

Updated CTE Program Investment Criteria

To qualify for Perkins V funding in 2026-27, CTE programs must meet at least two of the following three criteria: High-skill (any program of study offered by a California community college career education program), High-wage (occupations that meet or exceed the median wage in the college's region), and In-demand (occupations projected to grow over a five-year period and have average annual job openings at or above the regional median).

Submission Requirements

Each community college district must certify and submit its 2026-27 Perkins local application and CLNA via the [NOVA system](#) by May 29, 2026. Submissions must be certified by the Chief Business Officer or their designee. [Chancellor's Office Regional Monitors](#) will review and approve applications by July 1, 2026.

Contacts

For technical assistance, contact Perkins Support at PerkinsSupport@CCCCO.edu and cc your regional monitor. For NOVA-related issues, submit a [help desk ticket](#) and cc your regional monitor.

Resources

The following resources may be referred to when preparing for the 2026-27 Perkins local application:

- [Core Indicator Reports](#)
- [Datamart \(MIS\)](#)
- [Student Vocational and Technical Education Act \(VTEA\) Data Elements](#)
- [Perkins V Act](#)
- [Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards](#)

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- [The Administrator's Handbook on EDGAR: 6th Edition by Brustein & Manasevit, PLLA, Attorney at Law.](#)

cc: Anthony Cordova, Vice Chancellor of Workforce and Economic Development Division



PERKINS V

COMPREHENSIVE LOCAL NEEDS

ASSESSMENT (CLNA)

REPORTING FRAMEWORK

for

CALIFORNIA COMMUNITY COLLEGES

Community College District:

To be submitted with the 2026-2027 Local Application

Date: / /2026

Introduction

The purpose of this document is to assist Perkins V recipients in preparing the content 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 the introduction of the CLNA that requires data-driven decision-making on local spending. This 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.

The goal of a needs assessment is to help educators identify, understand, and prioritize the needs that districts/colleges 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 California community college districts understand and develop a CLNA.

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). Please exercise caution to ensure no private data is reported in the needs assessment because these documents will be publicly available.*

Directions: 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)**

Section 1: What the Perkins V Law States 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, all of the following, 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);
- 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.

1.1 Indicate the key stakeholders (individuals and groups) involved in the completion of this needs assessment:

1.2 Provide a list of other stakeholder groups consulted (but not directly involved) in completing the needs assessment, including their names and optional links:

1.3 Summarize the key stakeholder feedback:

NOTE: *Evidence of stakeholder engagement would include such documentation as meeting agendas, sign-in sheets and notes.*

Section 2: Element #1

Student Performance on Required Core Indicators of Performance

Directions:

Identify District/College Actual Performances using [MIS data reports for FY 24-25 and FY 25-26](#)

Section 2.1: Needs Assessment Element #1 Results

- 2.1.1 What strengths and gaps were identified by your 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 set 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 to improve student performance?

List of suggested data sources used to examine this element:

- [Perkins Title IC Local Application](#)
- [Data Mart Reporting System](#) (Form 1 Section 1 Part E-D: District Aggregate Core Indicator Information)
- [Career Technical Education Act \(Perkins V\) - Negotiation Spreadsheets](#)

NOTE: *Your college's program review data may also be a good supplemental data source.*

Section 2.2: Action Plan for Element #1

Strategies/Action Steps

Directions: Determine the Strategies/Action Steps to reach the goal of Element #1: Student Performance on Required Core Indicators of Performance.

Section 3: 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-skilled:** High-skilled is defined as any program of study from a California community college career education program. Applicants may only use existing, approved programs of study at their college.
 - **In-demand:** In-demand is defined as any occupation in the college's assigned region that:
 1. Has new job growth projected for the period 2024 through 2029 within the region; and,
 2. Meets or exceeds the median annual job openings for the region.In-demand occupations are identified in the [Occupation in Demand](#) index and/or through comprehensive local needs assessment.
 - **High-wage:** 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 2024 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](#) using the "Attained a Living Wage" metric.

Section 3.1: Element #2 Results

3.1.1 What strengths and gaps were identified by your needs assessment regarding size, cope, 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?

List data sources used to examine this element:

Section 3.2: Action Plan for Element #2

Strategies/Action Steps

Directions: Determine the Strategies/Action Steps to reach the goal of Element #2: Program Size, Scope, and Quality to Meet the Needs of All Students. We recommend no more than five strategies under this element.

Progress Toward Implementation of CTE Programs of Study/Career Pathways

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- 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?**

List of data sources to examine this element:

- [Centers of Excellence \(COE\) Labor Market Research Data](#)
- [EDD Labor Market Information/Workforce Data](#)
- Disaggregate data on special populations examined in comparison to total CTE population
- Program review/accreditation
- [Data Vista Reporting System](#)
- [MIS Core Indicators](#) (Form 1 Section 1 Part E-D: District Aggregate Core Indicator Information)
- [Career Technical Education Act \(Perkins V\) - Negotiation Spreadsheets](#)

Strategies/Action Steps

Directions: 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. (One sheet per strategy).

Section 5.1: Action Plan for Element #4

Improving Recruitment, Retention, and Training of CTE Professionals, Including Underrepresented Groups

Improving Recruitment, Retention, and Training of CTE Professionals, Including Underrepresented 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?

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

Strategies/Action Steps

Directions: Determine the Strategies/Action steps to reach the goal of Element #4: Improving Recruitment, Retention, and Training of CTE Professionals, Including Underrepresented Groups. We recommend no more than five strategies under this element.

Section 6: Element #5

Progress Toward Equal Access to CTE Programs for Students

Progress Toward Equal Access to CTE Programs for 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?**

List Data sources used to examine this element:

Section 6.1: Action Plan for Element #5

Progress Toward Equal Access to CTE Programs for All Students

Strategies/Action Steps

Directions: Determine the Strategies/Action Steps to reach the goal of Element #5: Progress Toward Equal Access to CTE Programs for All Students. We recommend no more than five strategies under this element. (One sheet per strategy).

Section 7.1: Action Plan for 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 industries are projected to grow the most in my local area? What occupations?**
- 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)?**

List of data sources used to examine this element:

- [Centers of Excellence \(COE\) Labor Market Research Data](#)
- [EDD Labor Market Information/Workforce Data](#)
- Disaggregate data on special populations examined in comparison to total CTE population
- Program review/accreditation

Strategies/Action Steps

Directions: 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. (One sheet per 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 compared to the previous one?**

- 2. What could have been done differently from the last CLNA 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?

Consortium Coordination Strategy

Recommended Resources

- [2024-27 Federal Perkins V State Plan](#) (approved Summer 2024)
- [Employment Development Department \(EDD\) Labor Market Information](#)
- [Center of Excellence for Labor Market Research](#)
- [MIS Data Mart](#)
- [California Community Colleges Chancellor's Office - CTE \(Perkins V\) Core Indicators](#)
- [Chancellor's Office Vision 2030 Report](#)
- [Advance CTE](#)
- [National Alliance for Partnerships in Equity \(NAPE\)](#)

District CBO/Designee Review of Comprehensive Local Needs Assessment

I confirm that this comprehensive local needs assessment document was conducted in accordance to the Perkins V rules and regulations.

(Print Name)

Title

Signature

Date

Appendix C: Key Questions to Ask during CLNA development Process

Direction: Use these sample questions during the review of each required CLNA category. You may add additional questions, as necessary.

CLNA Required Category	Keys Questions to Ask	Example of Materials to Review
1. Students Performance	1. How are students in CTE programs performing on federal accountability indicators in comparison to non- CTE students? 2. How are students from special populations performing in CTE programs in comparison to students without identified special needs? 3. How are students from different genders, races and ethnicities performing in CTE programs? 4. Which groups of students are struggling the most in CTE programs? 5. Where do the biggest gaps in performance exist between subgroups of students? 6. Which CTE programs overall have the highest outcomes, and which have the lowest? 7. Are there certain CTE programs where special populations are performing above average? Below average? 8. What are the potential root causes of inequities in CTE programs?	Perkins performance data for the past several years, aggregated and disaggregated by CTE program and subpopulation groups • Link to Perkins MIS Data
2. Program Quality (Size, Scope & Quality)	1. Is the college offering programs in which students are choosing to enroll? 2. Is the college offering programs with too low an enrollment to justify the costs in offering those programs? 3. Is the college offering a sufficient number of courses, and course sections, within programs? 4. Are there students who want to enroll in CTE programs who are unable to do so?	

CLNA Required Category	Keys Questions to Ask	Example of Materials to Review
	5. Can students complete a program of study at their local institution and others in the service area? 6. Do some of programs offer more opportunities for skill development than others, both in the classroom/laboratory and through extended learning experiences? 7. How do CTE programs compare to a set of quality standards developed by my state or by a relevant third party? 8. How do specific program areas compare in quality? 9. How do specific components of CTE programs, such as work-based learning or instruction, compare in quality?	
3. Labor market Needs	1. Are CTE program offerings broad enough to expose students to all the in-demand industry sectors or occupations in my region? 2. What industries are projected to grow the most in my local area? What occupations? 3. How do CTE program enrollments match projected job openings? Where are the biggest gaps? 4. What are the emerging occupations in the area to which students should be exposed? 5. What skill needs have industry partners identified as lacking in my programs? 6. Which graduates of CTE programs are thriving in the labor market, and why? 7. What opportunities exist in local labor market for students with disabilities, English learners or other special populations?	• Results of any available gap analysis on educational outcomes and employment needs (from the state or separately commissioned) • State- and local-defined lists of in-demand industry sectors and/or occupations State and local LMI • Real-time job postings data from online search engines, possibly with analytics support from a data firm • Input from business and industry representatives, with particular reference to opportunities for special populations • Alumni employment and earnings outcomes from a state workforce agency or state longitudinal data system, or findings from a follow-up survey of alumni

CLNA Required Category	Keys Questions to Ask	Example of Materials to Review
4. Progress Toward Implementing Programs of Study	1. How fully are CTE programs aligned and articulated across secondary and postsecondary education? 2. Do CTE programs incorporate relevant academic, technical and employability skills at every learner level? 3. Do I have credit transfer agreements in place to help students earn and articulate credit? 4. Are students being retained in the same program of study? 5. Do students in the programs of study have multiple entry and exit points? 6. Are students in CTE programs earning recognized postsecondary credentials? Which ones? 7. Are secondary students in CTE programs earning dual/concurrent enrollment credit?	•Documentation of course sequences and aligned curriculum •Curriculum standards for academic, technical and employability skills •Credit transfer agreements •Data on student retention and transition to postsecondary education within the program of study •Descriptions of dual/concurrent enrollment programs, and data on student participation •Data on student attainment of credentials and articulated credit
5. Recruitment, Retention and Training of CTE Educators	1. How diverse is staff? Does it reflect the demographic makeup of the student body? 2. What processes are in place to recruit and induct new teachers and staff? Are these processes efficient and effective, especially for teachers coming from industry? 3. Are all the educators teaching CTE programs adequately credentialed? 4. Do college offer regular, substantive professional development opportunities? 5. What professional development offerings are most highly rated by participating staff? 6. What do educators report as needs and preferences for professional development, benefits and supports? 7. In what subject areas do I need to develop or recruit more educators?	•State and/or local policies on educator certification and licensing •Data on faculty, staff, administrator and counselor preparation; credentials; salaries and benefits; and demographics •Description of recruitment and retention processes •Descriptions of professional development, mentoring and externship opportunities •Data on educator participation in professional development, mentoring and externship •Findings from teacher evaluations •Findings from surveys/focus groups of educators' needs and preferences •Data on educator and staff retention •Information about teacher shortage areas and projections of future staffing needs

CLNA Required Category	Keys Questions to Ask	Example of Materials to Review
6. Progress Toward Improving Equity and Access	1. Which population groups are underrepresented in your CTE programs overall, and in particular program areas? Overrepresented? 2. Are there additional enrollment discrepancies related to high-wage, high-skill occupations? 3. What barriers currently exist that prevent special population groups from accessing your programs? 4. How are special population groups performing in your programs? 5. What accommodations, modifications and supportive services do you currently provide to ensure the success of special population groups? Which ones are most effective? Which ones are underutilized? 6. What additional accommodations, modifications and supportive services would help ensure access and equity for all students within your programs?	•Promotional materials •Recruitment activities for special populations •Career guidance activities for special populations •Processes for providing accommodations, modifications and supportive services for special populations •Information on accelerated credit and credentials available for special populations •Procedures for work-based learning for special populations •Data on participation and performance for students from special populations •Findings from the root causes and strategies analysis from the Student Performance component •Findings from surveys/focus groups with students, parents (if applicable) and community organizations that represent special populations

Appendix C-1: Key Questions to Ask about Program Quality

Direction: Use these sample questions during the review of each required CLNA category. You may add additional questions, as necessary.

Category	Description	Example of Materials to Review
SIZE	Size: typically address such factors as the minimum number of programs offered by each eligible recipient, or available to each student; the minimum number of courses offered within each program or pathway; or minimum class size. Some states have defined size through a calculation that compares CTE programs offered to total student population, and/or to overall CTE participation. Definitions may differ on the secondary and postsecondary levels.	•Total number of program areas, and number of courses within each program area •Total number of students who could be served by the eligible recipient, aggregate and disaggregated •CTE participant and concentrator enrollments for the past several years, aggregate and disaggregated •CTE course enrollments for the past several years •Number of students applying to your programs, if applicable •Number of students on waiting lists, if applicable •Survey results assessing student interest in particular CTE programs
SCOPE	Scope: Definitions of scope typically refer to program sequencing, from introductory to more advanced curriculum; linkages between secondary and postsecondary education; and the program's ability to address the full breadth of the subject matter.	•Documentation of course sequences and aligned curriculum •Credit transfer agreements •Data on student retention and transition to postsecondary education within the program of study •Descriptions of dual/concurrent enrollment programs, and data on student participation •Data on student attainment of credentials and articulated credit •Curriculum standards that show depth and breadth of programs

Category	Description	Example of Materials to Review
		• Opportunities for extended learning within and across programs of study
QUALITY	Quality: These definitions may address generally whether programs have the ability to impart to students the skills and knowledge necessary for success; or may include specific criteria such as implementation of a continuous improvement plan, presence of an advisory committee or evidence of teacher/faculty qualifications.	A wide variety of materials can inform this evaluation. In addition to the materials listed throughout this document, it would be appropriate to consult curriculum standards and frameworks, lesson plans, assessments, partnership communications and engagement activities, safety requirements, work-based learning procedures, CTSO activities and alignment, data collection mechanisms and program improvement processes.