



**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.

Section 4.1: Action Plan for Element #3

Progress Toward Implementation of CTE Programs of Study/Career Pathways

- 1. What strengths and gaps were identified by your needs assessment regarding implementation of CTE programs of study/career pathways?**
- 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?**

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

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