



# COMPREHENSIVE LOCAL NEEDS ASSESSMENT REPORTING TEMPLATE

For California Local Educational Agencies Applying to the  
2021–22 Perkins V Grant Under  
Section 131 (Secondary Schools) and  
Section 132 (ROPs and Adult Education Schools)

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## Introduction

The *Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act* (Perkins V) requires all eligible recipients of Perkins V funds to complete a Comprehensive Local Needs Assessment (CLNA) and use that information to develop the eligible recipient's local application plan. One of the most significant changes within the Perkins V federal legislation is the introduction of the CLNA. Conducting the CLNA is described under Perkins V subsection 134(c), and developing the local application is described in Perkins V subsection 134(b). The CLNA must be completed by eligible grant recipients of Perkins V funds at the beginning of the grant period and updated at least once every two years.

Perkins V requires eligible grant recipients to use a data-driven decision-making process on local planning and spending on career technical education (CTE). The CLNA is a review of a number of elements, including student performance data, especially gaps among sub-groups of special population; labor market needs; educator development; equity and access for special populations, and program size, scope and quality. To validate the information obtained through the CLNA, an eligible Perkins V grant recipient shall involve a diverse body of stakeholders, including, at a minimum—secondary and postsecondary educators, business and industry partners, parents and students among others. More importantly, local planning, program, and funding decisions must be based on the CLNA with the primary purpose of improving overall performance and reducing performance gaps between different special population subgroups.

The goal of the CLNA is to help educators identify, understand, and prioritize the needs that districts and schools must address to improve performance and decrease performance gaps. 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.

**Directions:** Each question below is meant to be a concise and complete<sup>1</sup> summary of the CLNA developed by each local educational agency (LEA). The “Workbook to Accompany the CLNA Reporting Template” offers a more in-depth exploration of each question from the “CLNA Reporting Template” to guide and inspire LEAs as they engage their required stakeholders in the construction of their CLNA. Each section is based on a separate requirement from the Perkins V law, Section 134, (b) (1–9) and subsection c, of what must be contained in a CLNA and a local Perkins application.

The responses from the seven questions in the “CLNA Reporting Template” and the subsequent eight questions in the “Meeting the Perkins V Local Application Requirements” are required to be:

- (1) Included in the annual Perkins renewal application via the California Department of Education’s (CDE) online Program Grant Management System, Section IV,
- (2) Printed and signed by the LEA Perkins Coordinator and Stakeholder/CTE Advisory Committee Chairperson, to be kept on file and available for compliance reviews, reviews, complaint investigations, or audits, along with all other evidence of a complete CLNA process.<sup>2</sup>

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1. Each line item in the LEA’s Perkins budget must serve one of the needs or strategies the eligible grant recipient lists below.
  2. Evidence includes such documentation as a completed “Workbook to Accompany the CLNA Reporting Template,” meeting agendas, notes, copies of handouts shared, a list of participants (names, Institution, title, phone, and email), minutes and sign-in sheets.

## CLNA Reporting Template

Summarize the identified needs and strategies generated in the eligible grant recipient's stakeholder consultation committee as they relate to each required element of the eligible grant recipient's CLNA:

**1. Section 134(c)(d)(e): Stakeholder Consultation on the CLNA, Dates, Content, and Membership:**

- a) **What was the date of the eligible grant recipient's most recent district-wide CTE Advisory or Stakeholder Engagement meeting that served as the source for constructing the LEA's CLNA?**

[Add text here]

- b) **The basis for that meeting should have included a discussion/agreement of the eligible grant recipient's Perkins V accountability indicators plus a self-evaluation, as detailed in the "Workbook to Accompany the CLNA Reporting Template." Was the eligible grant recipient's previous self-evaluation based on the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) "11 Elements of a High-Quality CTE Program" aka the "CTE Self-Review," the CTEIG Self Review Rubric, or Workbook to Accompany the CLNA Reporting Template? How will the eligible grant recipient move towards the 12 Essential Elements of a High-Quality College and Career Pathway, which are supported by the *Guiding Policy Principles to Support Student-Centered K-14+ Pathways*, established by the California Workforce Pathways Joint Advisory Committee (CWPJAC)? The Guiding Policy Principles to Support Student-Centered K-14+ Pathways can be found on the CWPJAC's web page at, <https://www.cde.ca.gov/ci/ct/qi/quidingpps.asp>. Explain/describe.**

[Add text here]

- c) **What is the date of the eligible grant recipient's next district-wide CTE Advisory or Stakeholder Engagement meeting that will review, evaluate, & identify needs per Section 134(c), Comprehensive Needs Assessment, and Section 134(e), Continued Consultation?**

[Add text here]

- d) **For the meeting reported in question 1A, were all required categories of stakeholders present? If not, list which categories of stakeholders were**

missing and describe the effort in getting them there. What will be done to ensure they will be present for the next stakeholder engagement meeting to update the CLNA and to evaluate the effectiveness of previous strategies chosen?

[Add text here]

**2. Section 134(c)(2)(A): Student Performance on Required Performance Indicators (Disaggregated)**

[Add text here]

**3. Section 134(c)(2)(B)(i): Program Size, Scope, and Quality to Meet the Needs of All Students**

[Add text here]

**4. Section 134(c)(2)(C): Progress Towards Implementation of CTE Programs of Study**

[Add text here]

**5. Section 134(c)(2)(D): Improving recruitment, retention, and training of CTE teachers and paraprofessionals, including underrepresented groups**

[Add text here]

**6. Section 134(c)(2)(E): Progress Towards Equal Access to CTE Programs for All Students. In your summary of the discussion with Stakeholders, you must describe each of the following three points. Strategies to overcome barriers that result in:**

- i) lower rates of access to, or performance gaps in, the courses and programs for special populations;**

[Add text here]

**(ii) providing programs that are designed to enable special populations to meet the local levels of performance;**

[Add text here]

**(iii) providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.**

[Add text here]

**7. Section 134(c)(2)(B)(ii): Alignment to Labor Market Information**

[Add text here]

## Meeting the Perkins V Local Application Requirements

Once the LEA completes their CLNA Reporting Template above, the LEA must use that information to address the nine separate required elements identified within the Perkins V legislation. The elements are provided below and must be completed by the LEA and then entered along with the CLNA Reporting Template into the CDE online Program Grant Management System, Section 4.

1. **Section 134(b)(2)(A-C)** refers to information on the CTE course offerings and activities that the eligible recipient will provide with funds under this part, which shall include not less than one program of study approved by a State under Section 124(b)(2). Indicate how the results of the CLNA:
  - (A) informs the selection of the specific CTE programs and activities selected to be funded;
  - (B) describes any new programs of study the eligible recipient will develop and submit to the State for approval;
  - (C) shows how students, including students who are members of special populations, will learn about their school's CTE course offerings and whether each course is part of a CTE program of study.

[Add text here]

2. **Section 134(b)(3)(A-C)** refers to how the eligible recipient, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems, and other partners, will use the information provided through the CLNA to describe the following:
  - (A) career exploration and career development coursework, activities, or services;
  - (B) career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations;
  - (C) an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program.

[Add text here]

3. **Section 134(b)(4):** describe how the eligible recipient will improve the academic and technical skills of students participating in CTE programs by strengthening the

academic and CTE components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs to ensure learning in the subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965). Use the information provided through the CLNA to answer the content of this section.

[Add text here]

**4. Section 134(b)(5)(A-D):** describe how the eligible recipient will:

- (A) provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency;
- (B) prepare CTE participants for non-traditional fields;
- (C) provide equal access for special populations to CTE courses, programs, and programs of study; and
- (D) ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations.

Use the information provided through the CLNA to answer this content of this section.

[Add text here]

**5. Section 134(b)(6):** describe the work-based learning opportunities that the eligible recipient will provide to students participating in CTE programs and how the recipient will work with representatives from employers to develop or expand work-based learning opportunities for CTE students, as applicable. Use the information provided through the CLNA to answer this content of this section.

[Add text here]

**6. Section 134(b)(7):** describe how the eligible recipient will provide students participating in CTE programs with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as practicable. Use the information provided through the CLNA to answer this content of this section.

[Add text here]

- 7. Section 134(b)(8):** describe how the eligible recipient will coordinate with the eligible agency and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel. Use the information provided through the CLNA to answer this content of this section.

[Add text here]

- 8. Section 134(b)(9):** describe how the eligible recipient will address disparities or gaps in performance between groups of students in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions that will be taken to eliminate these disparities or gaps. Use the information provided through the CLNA to answer this content of this section.

[Add text here]

## CLNA Review and Affirmation

I have reviewed this CLNA document and confirm, to the best of my knowledge, that it is complete and meets the requirements set forth in Perkins V.

[Add text here]

Eligible Grant Recipient's Advisory/Stakeholder Chair—Printed Name

[Add text here]

Eligible Grant Recipient's Advisory/Stakeholder Chair —Signature

[Add text here]

Date

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[Add text here]

Eligible Grant Recipient's Perkins Coordinator—Printed Name

[Add text here]

Eligible Grant Recipient's Perkins Coordinator—Signature

[Add text here]

Date