# California Department of Education Seal. Logo for career technical education in California. CTE, Learning that works for California.

# Completing the Perkins v Comprehensive Local Needs Assessment: an overview Document

For California Local Educational Agencies Applying to the   
2020–21 Perkins V Grant Under   
Section 131 (Secondary Schools) and   
Section 132 (ROPs and Adult Education Schools)

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## Introduction and Overview

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) requires all local eligible agencies (LEAs)[[1]](#footnote-2) to develop and complete a Comprehensive Local Needs assessment (CLNA) every two years. To assist LEAs, the California Department of Education (CDE) has developed a process to help LEAs complete the CLNA by providing the following:

* This CLNA Overview Document that sets the stage for the CLNA development process.
* A Workbook to Accompany the CLNA Reporting Template which provides LEAs with a step-by-step CLNA development process.
* A CLNA Reporting Template which LEAs would complete in full, as required by Perkins V.

This document serves as the CLNA overview and describes the broad purpose of helping LEAs meet the CLNA Perkins V requirement and describes how the workbook will help LEAs complete this task.

## The Broad Purpose of the CLNA

As defined in the Perkins V legislation, career technical education (CTE) provides learners with the knowledge and skills they need to be prepared for college and careers. CTE gives purpose to learning by emphasizing real-world skills and practical knowledge within a selected career focus. Additionally, it is important to think about CTE sitting at the intersection of education, workforce development, and economic development – it connects to all of them.

CTE program improvement remains at the center of Perkins V. The CLNA was introduced to assess the progress of program improvement by requiring LEAs to review data, identify needs, and develop strategies to assess the implementation of Perkins V at the LEA level. The CLNA is to be conducted at least once every two years and consult a wide variety of stakeholders for the CLNA development. Completion of the CLNA is part of the Perkins V Local Application (LA) that must be submitted to the CDE in order for an LEA to be allocated Perkins V funds.

## What is to be Included in the CLNA?

The CLNA is conducted in two parts. First, each LEA must gather together from a diverse body of stakeholders that include:

* 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;
* representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators;
* representatives of the state board or local workforce development boards and a range of local or regional businesses or industries;
* parents and students;
* representatives of special populations;
* 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);
* representatives of Indian Tribes and Tribal organizations in the State, where applicable; and
* any other stakeholders that the eligible agency may require the eligible grant recipient to consult.

To complete this part, each LEA must list all stakeholders by affiliation, including those not mentioned above, and then summarize their feedback.[[2]](#footnote-3) It should be noted that the Perkins V stakeholder group is broader than the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) district-wide CTE advisory committee to make recommendations to improve the CTE program. The latter typically included CTE educators and industry, whereas under Perkins V, the stakeholder group has more diverse representation. Moreover, the stakeholder engagement group is tasked with identifying needs (weaknesses to be assuaged, strengths to be sustained and scaled) that lead to strategies that connect directly to the LEA’s proposed Perkins V budget.

The second part of the CLNA is for requiring the LEA to address the following six elements:

* CLNA Element 1: Student Performance on Required Perkins V Indicators
* CLNA Element 2: Program Size, Scope, and Quality to Meet the Needs of All Students
* CLNA Element 3: Progress Towards Implementation of CTE Programs of Study
* CLNA Element 4: Improving Recruitment, Retention, Training of CTE Professionals, including Underrepresented Groups
* CLNA Element 5: Progress Towards Equal Access to CTE Programs for All Students
* CLNA Element 6: Alignment to Labor Market Information

Upon reviewing these six CLNA elements, they should be aligned to the 12 Essential Elements of a High-Quality College and Career Pathway (Essential Elements), which are supported by the *Guiding Policy Principles to Support Student-Centered K–14+ Pathways* (*Guiding Policy Principles*)*,* which can be found on theCalifornia Workforce Pathways Joint Advisory Committee (CWPJAC).web page at, [*https://www.cde.ca.gov/ci/ct/gi/guidingpps.asp*](https://www.cde.ca.gov/ci/ct/gi/guidingpps.asp) set out by the CWPJAC.

The table at the end of this document shows a proposed alignment between the CLNA elements with the 12 Essential Elements. It also indicates how the 12 Essential Elements lineup with the Perkins V stakeholder consultation. More generally, the Perkins V CLNA stakeholder group should review the CWPJAC *Guiding Policy Principles* and the 12 Essential Elements when addressing each of the six CLNA elements.

## Step-by-Step Process for Each of the Six CLNA Elements

The CDE has developed a detailed CLNA workbook (provided separately) to assist LEAs in addressing the six CLNA elements, through a step-by-step process, which has the following common components. First, for each CLNA element, LEAs are expected to collect data from diverse sources, both publicly available and internal data held within the LEA. Second, after reviewing the available data, the LEA identify needs by answering specific questions about the following: strengths, gaps, opportunities, and priorities. The LEAs should identify sub-populations that would benefit from identifying these needs. Third, the LEA must lay out potential strategies for addressing each identified need. In completing this task, the LEA should consider how these strategies modify, improve, and sustain the CLNA element in question. Additionally, for each CLNA element, LEAs must discuss how professional development resources and support will be provided to modify, improve, and sustain the strategies proposed for each CLNA element. There are specific questions that need addressing only within a CLNA element, and vary across the six CLNA elements. The strategies developed for each of the six CLNA elements, and the prioritization among these strategies, is the LEA’s Action Plan for implementing the CLNA.

Even with the recommendation for LEAs to provide no more than three strategies per CLNA element, the LEA must undertake a coordination plan to consolidate the Action Plan which may include consolidating the many strategies into a fewer number. This is needed because each strategy must be tied to funding that is available from the allocated Perkins V LEA budget. The LEA is not required to fund any particular need or strategy the stakeholder group identifies, but every single line item that is in the LEA’s Perkins V budget must have a “nexus,” or connection, to a need or strategy identified by the Stakeholder Engagement group in the CLNA process.

The CLNA Workbook helps the LEA guide the discussion it needs to have with the stakeholder group, and it forms the basis for the LEA’s CLNA Reporting Template (provided separately). The Workbook to Accompany the CLNA Reporting Template (provided separately) should enable the LEA to have a broad and far reaching discussion with the stakeholder group leading to the overall goal of identifying only those identified needs and strategies that the LEA may wish to fund with Perkins V allocated dollars, and where possible and feasible other sources of funding as well.

The CLNA Reporting Template must be included in the annual Perkins LA via the CDE online Program Grant Management System, Section 4. All other evidence of the complete CLNA process should be kept on file and available for a Federal Program Monitoring visit or upon request.

## Proposed FY 2020–21 Timeline

Typically, LEAs receive the information on the LA in the spring of a fiscal year. Perkins V now requires the completion of the CLNA; flexibility was provided to LEAs with regard to the submission of the CLNA Reporting Template and the LA. With the advent of COVID-19, further flexibility was provided by the Office of Career Technical and Adult Education (OCTAE), US Department of Education.[[3]](#footnote-4) As a result, the CDE adjusted the timeline for when the LA will be submitted by LEAs.

The following steps were undertaken to provide flexibility. One, the “2020–21 Perkins V Local Application, Local Educational Agency Assurance of Completion of Application Plans” (substantially approvable LA) was sent to LEAs to complete and submit no later than June 22, 2020. This document provides assurances by the LEAs to the CDE that work is being continued on the CLNA and the LA. It also assures LEAs that a completed substantially approvable LA submitted to the CDE will allow the release of Perkins V funds to the LEA. Two, the CDE will consider an interim check with the LEAs in September, 2020, to gauge the progress of the LEA on the CLNA and the LA. This check in provides the CDE with information about what type of assistance LEAs require to make forward progress. Three, the LEAs final submission of the LA, which includes the completed CLNA Summary Reporting Template, must be completed no later than December 15, 2020.

| Essential Elements of a High-Quality  College and Career Pathway | CLNA |
| --- | --- |
| 1. **Student-Centered Delivery of Services** for all kindergarten through grade fourteen and beyond (K–14+) college and career pathways incorporate the removal of institutional or systemic barriers that impede the progress of students in achieving their education and career goals. This includes a renewed commitment to offer an engaging learning experience and support the diversity of individual student needs while accommodating their multiple entry points as they progress along a continuum of education and training, or advance in a sector-specific occupation or industry. | Element 1, 2, 3, 4 5, and 6 |
| 1. Student **Equity** goes beyond the reduction of institutional barriers to create an environment of being fair, impartial, and free from racism, bias, or favoritism, promote educational and employment attainment, and to eliminate the achievement gap for all students including, but not limited to, English language learners and students with disabilities in the K–14+ college and career pathway system. | Elements # 1, 2 and 3 |
| 1. **Access** denotes a broader vision of equity ensuring that all students are provided ample opportunities to attain the necessary skills, education, and training required to maximize their individual goals including a collective awareness of all the supports that are available to students both inside and out of class. Access also facilitates the elimination of the achievement gap by providing information on how to access programs, services, and rigorous course work for all California students regardless of region, gender, socio-economic status, special needs, and/or English proficiency. Access also includes creating pathways with demonstrable careers for students. | Element 2, 3, 4, and 5 |
| 1. **Leadership at All Levels** is required to achieve greater integration across systems and programs to ensure that the contexts for an engaging learning experience can occur and programs connect, so all students can reach across systems easily and succeed with their desired outcomes including employment, and employers having the workforce needed to thrive. | Element 2 and 6 |
| 1. **High-Quality, Integrated Curriculum and Instruction** informed by labor market information, student interest, technology, industry standards, and real-world engagement through relevant work-based learning opportunities is essential to prepare students. Rigorous and aligned programs should be supported to guide students through relevant course sequences (i.e., both in-person and online) and work-based learning opportunities leading to a mastery of standards, high school graduation, and transition to postsecondary education, training, apprenticeship, and/or employment, as appropriate. | Element 2, 4, 5, and 6 |
| 1. **Skilled Instruction and Educational Leadership, informed by Professional Learning**, is the cornerstone of the public education system in California. The educational experience is only as strong as the capacity and investment made in faculty, educational leaders, and the other key field talent to provide in-class, online, or work-based learning opportunities. | Element 4 |
| 1. The strong presence of **Career Exploration and Student Supports** is an essential component for establishing a learning plan for all K–14+ students. This includes identifying appropriate foundational courses (i.e., using competency-based learning) and information about jobs, determining student progression in a single pathway or along multiple pathways or sequences of learning, or making available in-class and online course offerings and work-based learning opportunities. | Element 2 and 6 |
| 1. **Appropriate Use of Data and Continuous Improvement** should continue to drive CTE through relevant accountability that is outcomes-based, is supported both vertically and horizontally across systems, and ensures equity and access for all students. Continuous improvement ensures students can access the best pathways possible. Focusing on students’ and employers’ needs will allow for identification of capacity building, refinement of programs, and elimination of inefficiencies to meet the existing and emerging needs of regional economies. | Element 1 |
| 1. **Cross-System Alignment** should be informed by the ongoing analysis of student data and alignment of data definitions across systems to provide, for example, deliberate sector-based programs, deployment of technical field assistance using a regional distribution, or evidence-based practices and processes to optimize pathway success and upward mobility opportunities for all participants. | Element 1 |
| 1. **Intentional Recruitment and Marketing (Promotion, Outreach, and Communication)** should reflect an understanding of students’ and employers’ needs, be consistent in its messaging to stakeholders across all segments, and use tools and reports as a platform to display the added value of high-quality K–14+ college and career pathway programs. | CLNA: Stakeholder members composition  Element 4 and 5 |
| 1. **Sustained Investments and Funding through Mutual Agreements** must be present to encourage regional alliances along with industry sector strategies, especially with a focus on current and/or emerging high-skill, high-wage, and/or high-demand occupations. This includes but is not limited to kindergarten through grades twelve  Education, Adult Education, Higher Education, Labor, Economic Development Councils, Chambers of Commerce, Workforce Development Boards, career advisory boards, and regional industry alliances aligned by sector that lead to an industry-recognized credential or certificate, postsecondary training, apprenticeship, and/or employment. | CLNA: Stakeholder members composition |
| 1. **Strong Partnerships with Industry** and appropriate employers must be developed to inform and improve CTE program design, instruction and work-based learning activities; as well as, ensure that career pathway programs in all grade levels, organizations, and apprenticeship programs continue to meet the workforce demands. | CLNA: Stakeholder members composition  Element 2 |

1. . At the secondary level, local eligible recipients of Perkins V funds include LEAs, including Regional Occupational Centers and/or Programs (ROCPs), as well adult education schools. For convenience, this document uses the term LEAs to represent all these different Perkins V local eligible recipients. [↑](#footnote-ref-2)
2. . Evidence of stakeholder engagement should include such documentation as meeting agendas, notes, copies of handouts shared, a list of participants (names, Institution, title, phone and email) and sign-in sheets. [↑](#footnote-ref-3)
3. . For details on the flexibilities provided by OCTAE, please use the following link <https://s3.amazonaws.com/PCRN/docs/20-0086.FAQs_Perkins.pdf> [↑](#footnote-ref-4)