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

# **Comprehensive Local Needs Assessment Reporting Template**

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)

Posted by the California Department of Education

June 2020

## [Introduction](#TableOfContents)

The *Strengthening Career and Technical Education for the 21st 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[[1]](#footnote-2) summary of the CLNA developed by each local educational agency (LEA). The “Workbook to Accompany the CLNA Template” offers a more in-depth exploration of each section of this 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, of what must be contained in a CLNA and Perkins application.

The responses from this CLNA Reporting Template are required to be included in the annual Perkins renewal application via the California Department of Education’s (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.[[2]](#footnote-3)

## 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:**
	1. **What was the date of the eligible grant recipient’s most recent district-wide CTE Advisory meeting that served as the source for filling out this document?**

[Add text here]

* 1. **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, and/or this document, 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 this document? 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/gi/guidingpps.asp>. **Explain/describe.**

[Add text here]

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

[Add text here]

* 1. **What has the eligible grant recipient done, or what will the eligible grant recipient do, to make sure all required categories of members will attend the eligible grant recipient’s next scheduled Stakeholder Consultation, or series of Consultations, per Section 134(d)?**

[Add text here]

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

[Add text here]

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

[Add text here]

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

[Add text here]

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

[Add text here]

1. **Section 134(c)(2)(E): Progress Towards Equal Access to CTE Programs for All Students**

[Add text here]

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

[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

[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

1. . Each line item in the LEA’s Perkins budget must serve one of the needs or strategies the eligible grant recipient lists below. [↑](#footnote-ref-2)
2. . Evidence of stakeholder engagement would 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)