



California
Community
Colleges

**PERKINS V
COMPREHENSIVE LOCAL NEEDS
ASSESSMENT (CLNA)
REPORTING FRAMEWORK**

To be submitted with the 2022-2023 Local Application

www.cccco.edu

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 and schools 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 LEAs understand and develop a needs assessment.

**PERKINS V
COMPREHENSIVE LOCAL NEEDS
ASSESSMENT (CLNA)**

Community College District:

Date:

Executive Summary

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).

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**

- ## 6. Element #6: Alignment to Labor Market Information (LMI)

Section 1: What the Perkins V law says 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, 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 Please indicate the key stakeholders (individuals and groups) involved in the completion of this needs assessment:

1.2 List, by name (and optional links to), any other stakeholder groups consulted with (but not directly involved) in the completion of the needs assessment:

1.3 Summarize the key stakeholder feedback

NOTE: Evidence of stakeholder engagement would include such documentation as meeting agendas and notes.

Section 2: Needs Assessment Element #1

STUDENT PERFORMANCE DATA REVIEWED

Directions: For District/College Actual Performances, please use MIS data report for FY 20-21 and FY 21-22 (Click [Here](#)).

Report can be downloaded from MIS and should view as referenced below:



California Community Colleges Chancellor's Office
 Management Information Systems Division
Career Technical Education (CTE) (Perkins V)

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 Compton District

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 2021-2022

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Section 1 Part E-D

District Aggregate Core Indicator Information (2021-2022)
 Perkins V, Title I, Part D Local Application

Agreement # _____ **COMPTON DISTRICT**

Instructions: Print out forms. Complete and sign bottom of last page.

Cohort Year CTE Enrollments: 3,924 **CTE Headcount: 2,150**
 (includes CTE enrollments above introductory level only) (CTE students enrolled above introductory level only)

Core Indicator 1	Postsecondary Retention & Placement		Negotiated Level		District Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
1 CTE Cohort*	568	608	91.75	\$1.19	93.42	12.2
2 Individuals Preparing for Non-Traditional Fields	102	107	91.75	\$1.19	95.33	14.1
3 Out of Workforce Individuals	257	271	91.75	\$1.19	94.83	13.6
4 Individuals with Economically Disadvantaged Families	487	520	91.75	\$1.19	93.65	12.5
5 English Learners	2	3	91.75	\$1.19	66.67	N/A
6 Single Parents	263	280	91.75	\$1.19	93.93	12.7
7 Individuals with Disabilities	35	41	91.75	\$1.19	85.37	4.2
8 Homeless Individuals	0	0	91.75	\$1.19	N/R	N/R
9 Youth in Foster Care	1	1	91.75	\$1.19	100.00	N/A
10 Youth with Parent in Active Military	0	0	91.75	\$1.19	N/R	N/R

¹ The Perkins V law defines special populations as individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for nontraditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals; youth who are in, or who have aged out of, the foster care system; and youth with a parent who is on active duty in the military.

Section 2.1: Needs Assessment Element #1 Results

2.1.1 What strengths and gaps were identified by your needs 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 setting 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 in order to improve student performance?

List data sources used to examine element: (Check all that apply)

- ☐ [Link to: Launchboard data reporting system](#)
- ☐ [Link to: PERKINS, TITLE IC LOCAL APPLICATION](#)
- ☐ [Link to MIS- Core Indicators](#) (Form 1 Section 1 Part E-D: District Aggregate Core Indicator Information)
- ☐ [Link to Career Technical Education Act \(Perkins V\) - Negotiation Spreadsheets](#)
- ☐ Other (list/describe):

NOTE: California Secondary and Postsecondary education systems are working to develop reporting tools that will provide Perkins V postsecondary participants, concentrators, and each performance indicator disaggregated by special populations and reporting cluster. Your college's program review data may also be a good supplemental data source. Although you will have access to all data, some disaggregation may result in small cell sizes that can be considered private data. **Please exercise caution to ensure no private data is reported in the needs assessment because these documents will be publicly available.**

Section 2.2: Action Plan for Element #1

Strategies/Action Steps

Direction: Determine the Strategies/Action Steps to Reach the Goal of Element #1: Student Performance. We recommend no more than three strategies under this element. (One sheet per strategy). You may use Appendix B.



Section 3: Needs Assessment 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:** Programs that result in industry-recognized certificates, credentials, or degrees.
 - **High-wage:** High-wage is anything that is above the median wage for all occupations
 - **In-demand:** Occupations that are identified in the [Occupation in Demand](#) index and/or through comprehensive local needs assessment.

For each program to be considered funded for FY 22-23, provide the following:

Program:

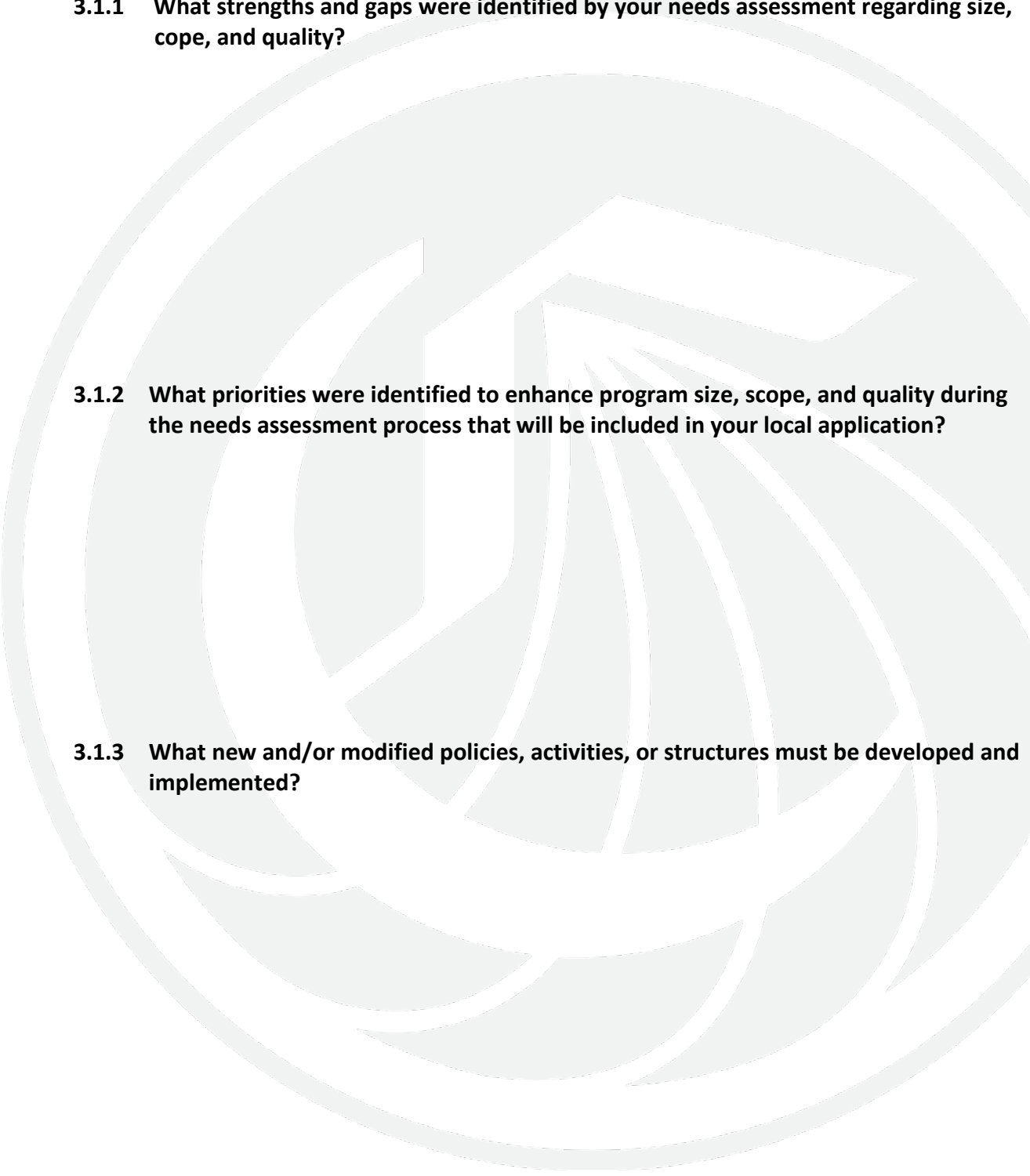
Career Cluster:

Top Code Information

Description	FY 19 20	FY 20 21	FY 21 22
1. # of CTE Students Enrolled			
2. # of female Enrolled			
3. Min Class size			
4. # of students enrolled in Dual Enrollment			
5. # of priority CTE Career pathways			
6. # Credential Awarded (CTE students)			
7. # of students in Apprenticeship			
8. Do you have Advisory Committee(Y/N)?			

Section 3.1: Needs Assessment Element #2 Results

Program Size, Scope, and Quality to meet the needs of all Students

- 
- 3.1.1 What strengths and gaps were identified by your needs assessment regarding size, scope, 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 element: (Check all that apply)

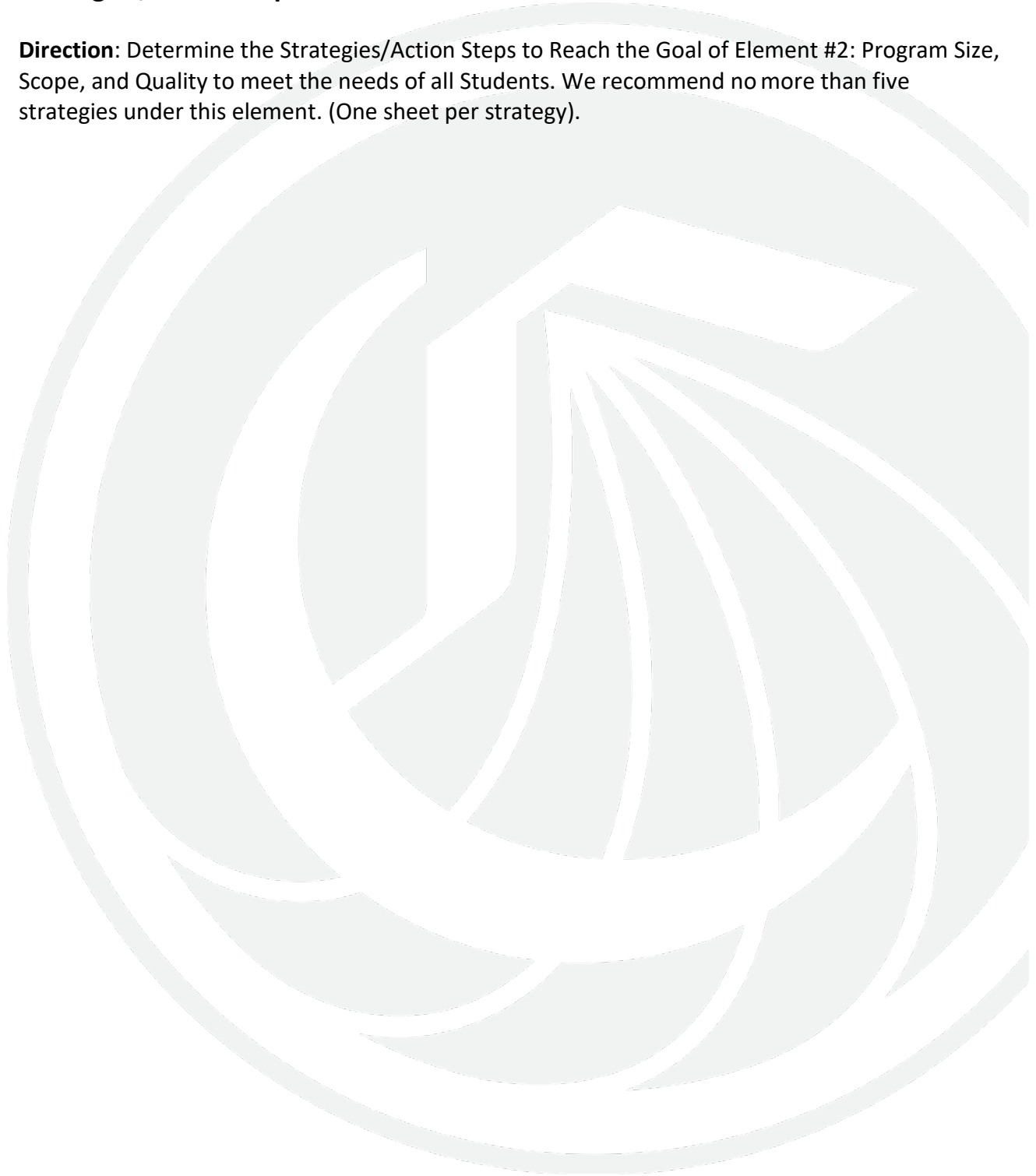
- ☐ COE Data
- ☐ EED/Workforce data
- ☐ Disaggregate data on special populations examined in comparison to total CTE population
- ☐ Program review/accreditation
- ☐ Other (list/describe):

Section 3.2: Action Plan for Element #2

Program Size, Scope, and Quality to meet the needs of all Students

Strategies/Action Steps

Direction: 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. (One sheet per strategy).



Section 4.1: Action Plan for Element #3

Progress towards Implementation of CTE Programs of Study/Career Pathways *

1. What strengths and gaps were identified by your needs assessment regarding CTE?

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?

Section 4.1: Action Plan for Element #3

Progress towards Implementation of CTE Programs of Study/Career Pathways *

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 data sources used to examine element: (Check all that apply)

- ☐ COE Data
- ☐ EED/Workforce data
- ☐ Disaggregate data on special populations examined in comparison to total CTE population
- ☐ Program review/accreditation
- ☐ Other (list/describe):

Section 4.1: Action Plan for Element #3

Progress towards Implementation of CTE Programs of Study/Career Pathways *



Section 4.1: Action Plan for Element #3

Progress towards Implementation of CTE Programs of Study/Career Pathways *

Strategies/Action Steps

Direction: 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 Element #4

Improving recruitment, retention, and training of CTE professionals, including underrepresented³ 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?**

Section 5.1: Action Plan Element #4

Improving recruitment, retention, and training of CTE professionals, including underrepresented³ groups

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 data sources used to examine element: (Check all that apply)

- ☐ Consortium member data
- ☐ Association reports
- ☐ Disaggregate data on special populations examined in comparison to total CTE population
- ☐ Program review/accreditation
- ☐ Other (list/describe):

Section 5.1: Action Plan Element #4

Improving recruitment, retention, and training of CTE professionals, including underrepresented³ groups

Strategies/Action Steps

Direction: 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.

³ "Underrepresented" as used here, refers to individuals belonging to groups that are underrepresented in these professions. Refer to Perkins V, Sec 134(c)(2)(D).

Section 6.1: Action Plan Element #5

Progress towards equal access to CTE programs for all 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?

Section 6.1: Action Plan Element #5

Progress towards equal access to CTE programs for all students

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 element: (Check all that apply)

- ☐ COE Data
- ☐ EED/Workforce data
- ☐ Disaggregate data on special populations examined in comparison to total CTE population
- ☐ Program review/accreditation
- ☐ Other (list/describe):

Section 6.1: Action Plan Element #5

Progress towards equal access to CTE programs for all students

Strategies/Action Steps

Direction: Determine the Strategies/Action Steps to reach the Goal of Element #5: Progress towards equal access to CTE programs for all. We recommend no more than five strategies under this element. (One sheet per strategy).



Section 7: Needs Assessment 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? (LMI)**

Section 7: Needs Assessment Element #6

Alignment to Labor Market Information (LMI)

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 data sources used to examine element: (Check all that apply)

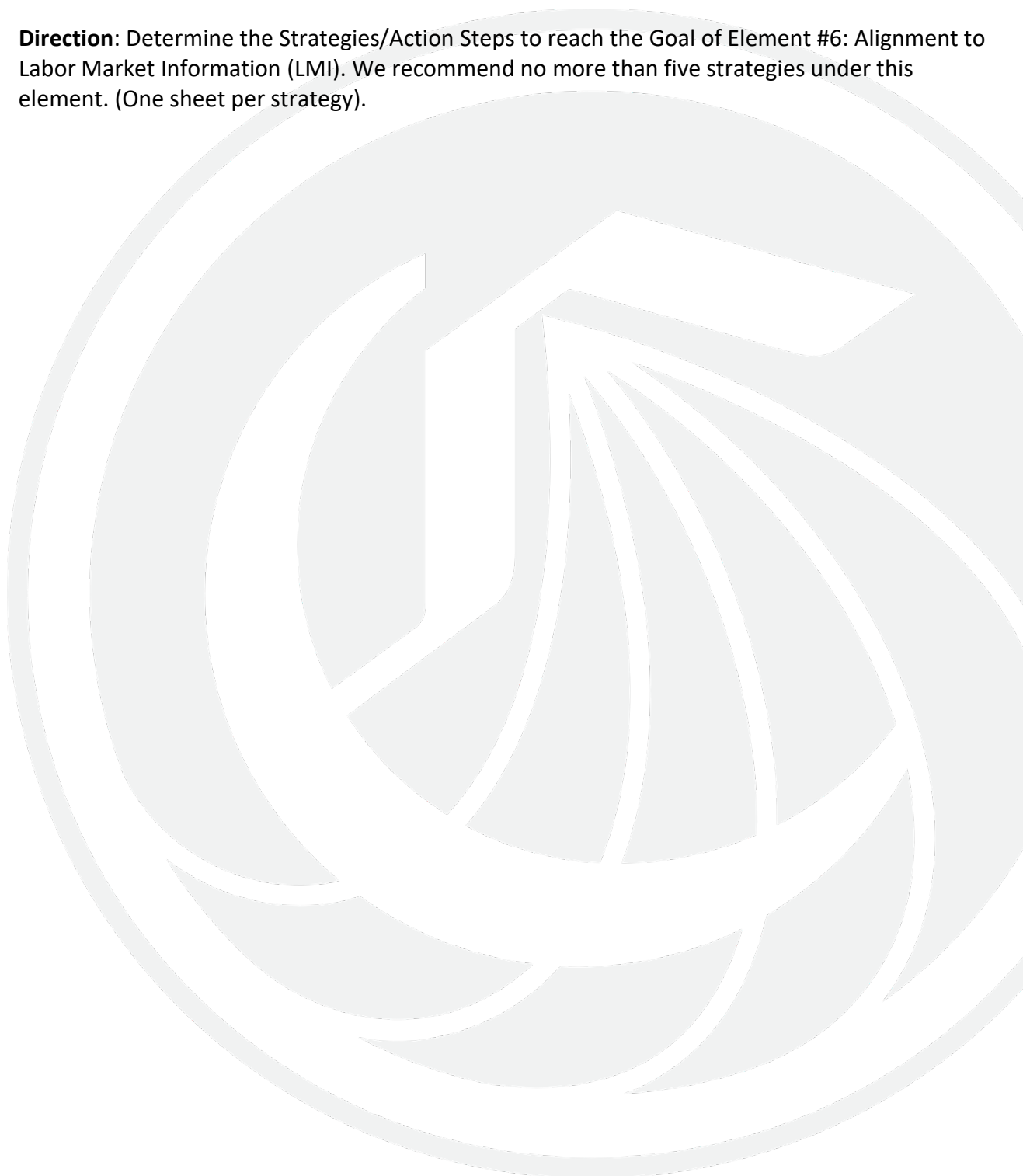
- ☐ COE Data
- ☐ EED/Workforce data
- ☐ Disaggregate data on special populations examined in comparison to total CTE population
- ☐ Program review/accreditation
- ☐ Other (list/describe):

Section 7.1: Action Plan Element #6

Alignment to Labor Market Information (LMI)

Strategies/Action Steps

Direction: 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?

2. What could have been done differently 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?

Recommended Resources

- Labor Market Information: <https://www.labormarketinfo.edd.ca.gov/>
- Center of excellence: <http://www.coecccc.net/#studybyregion>
- MIS Data Mart: <https://datamart.cccco.edu/DataMart.aspx>
- MIS Perkins Core Indicators:
https://misweb.cccco.edu/perkinsv/Core_Indicator_Reports/Default.aspx
- LaunchBoard: <https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx>
- Chancellor office, Vision for success goals: <https://www.cccco.edu/About-Us/Vision-for-Success/vision-goals>
- Advance CTE: <https://careertech.org/>
- The California Joint Special Populations Advisory Committee (JSPAC):
<https://www.jspac.org/special-populations>
- National Alliance for Partnerships in Equity (NAPE): <https://napequity.org/about-us/>

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