**Perkins V Comprehensive Local Needs Assessment (CLNA)**

**Washington Template**

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College Name:

CLNA Primary Contact Name:

**CLNA Secondary Contact Name:**

**What are the requirements of the CLNA?**

1. A description of progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including:
	* strategies to overcome barriers that result in lower rates of access to, or performance gaps for, special populations;
	* providing programs that are designed to enable special populations to meet the local levels of performance; and
	* 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. **(Element 1)**
2. An evaluation of student performance served by your college or district, based on state and locally determined levels of performance, including the evaluation of performance for special populations and subgroups. **(Element 2)**
3. A description of how offered CTE programs are:
	* Sufficient in size, scope and quality to meet the needs of all students served by your district or college; and
	* Aligned to state, regional, Tribal, or local in-demand industry sectors or occupations identified by the state or local workforce development board, including career pathways, where appropriate; or
	* Designed to meet other local education or economic needs identified through other sources. **(Element 3)**
4. An evaluation of progress toward the implementation of career and technical education programs and programs of study. **(Element 4)**
5. A description of how your district or college will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions. **(Element 5)**

**For Partnerships Conducting a CLNA**

Eligible recipients can opt to complete an individual CLNA or partner with one or more local educational agencies (postsecondary) to conduct the CLNA. Keep in mind, however, that most data must be collected on each individual agency’s programs to meet the Perkins V requirements for the CLNA. Partnerships must be established from the start of your CLNA process, with the partners participating together to inform the CLNA development.

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| **Element 1: Improving Equity and Access** |
| Respond to the narrative prompt in consideration of the data collected from interviews, focus groups, or other methodologies. The response should identify strategies to overcome barriers that result in lower rates of access to, or performance gaps for, special populations and ways that programs are designed to enable special populations to meet the local levels of performance. Additionally, the responses should identify that activities are designed 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 for CTE students. Provide the evidence or data source(s) used to inform the findings in the chart below. |
| **1.A** What is the institution’s equity-based approach for maximizing student potential to increase success in your CTE programs? |
| Current State | Desired State | Evidence/Data Source |
|  |  |  |
| **1.B** What is the institution’s approach to providing outreach to special and/or historically underserved populations? |
| Current State | Desired State | Evidence/Data Source |
|  |  |  |
| **1.C** What counseling or guidance resources does the institution or district provide to ensure equitable access to both state and federal financial aid for special and underserved populations? |
| Current State | Desired State | Evidence/Data Source |
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| **1.D** Describe the institution’s progress toward the implementation of equal access to high-quality career and technical education courses and programs of study for all students. |
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| **Element 1: Improving Equity and Access** | **Action Plan for Improving Equity and Access** |
| **Ratings:**1. Significant gaps and/or multiple gaps exist
2. Some gaps exist and/or we do not have a concrete plan to address them
3. Very few gaps exist, and we have processes in place to close the remaining gaps
4. No gaps exist
 | **1.E** Strategies in Priority Order:  |
| **Rating 1-4** (choose from the dropdown list)Select a Rating |

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| **Element 2: Evaluation of Student Performance** |
| Respond to the narrative prompt in consideration of the data collected from interviews, focus groups, or other methodologies. The questions require an evaluation of student performance of those served by your district or college, based on state and locally determined levels of performance, including the evaluation of performance for special populations and subgroups. Provide the evidence or data source(s) used to inform the findings in the chart below. |
| **2.A** Where are the biggest gaps in Perkins Performance Indicators among CTE programs? |
| Current State | Desired State | Evidence/Data Source |
|  |  |  |
| **2.B** Where are the biggest gaps in Perkins Performance Indicators among student demographic subgroups? |
| Current State | Desired State | Evidence/Data Source |
|  |  |  |
| **2.C** Where are the biggest gaps in Perkins Performance Indicators among Perkins special populations? |
| Current State | Desired State | Evidence/Data Source |
|  |  |  |
| **2.D** In which CTE programs is the enrollment of one gender over 75% of the total program enrollment? Where there are program disparities in performance in 3P1, what is being done to address them? |
| Current State | Desired State | Evidence/Data Source |
|  |  |  |
| **2.E** Which performance measurements (1P1, 2P1, 3P1) were missed, if any, and what factors contributed to that performance outcome?  |
| Current State | Desired State | Evidence/Data Source |
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| **Element 2: Evaluation of Student Performance** | **Action Plan for Improving Student Performance** |
| **Ratings:**1. Significant gaps and/or multiple gaps exist
2. Some gaps exist and/or we do not have a concrete plan to address them
3. Very few gaps exist, and we have processes in place to close the remaining gaps
4. No gaps exist
 | **2.F** Strategies in Priority Order:  |
| **Rating 1-4** (choose from the dropdown list)Select a Rating |

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| **Element 3: Evaluation of CTE Programs - Alignment including Size, Scope & Quality** |
| Respond to the narrative prompt in consideration of the data collected from interviews, focus groups, or other methodologies. The response below will identify how CTE programs are sufficient in size, scope, and quality; are aligned to state, regional, tribal, or local-in demand industry sectors, and are aligned to meet economic and labor needs. Provide the evidence or data source(s) used to inform the findings in the chart below. |
| **3.A** Which of the institution’s programs are experiencing difficulty meeting the state approved secondary or postsecondary definitions of size, scope, and quality? Why? |
| Current State | Desired State | Evidence/Data Source |
|  |  |  |
| **3.B** Which programs do not yet incorporate current industry standard equipment, appropriate classroom and laboratory space, and/or quality instructional materials? |
| Current State | Desired State | Evidence/Data Source |
|  |  |  |
| **3.C** How does the institution or district partner with stakeholders to ensure program alignment to workforce needs? |
| Current State | Desired State | Evidence/Data Source |
|  |  |  |
| **3.D** What strategies are in place to recruit and retain employers participating in work-based learning? What should be added? |
| Current State | Desired State | Evidence/Data Source |
|  |  |  |
| **3.E** How is the institution or district evaluating employer satisfaction with the learners they supervise and the quality of the work-based learning experiences? How are program outcomes met and/or reinforced by work-based learning activities? |
| Current State | Desired State | Evidence/Data Source |
|  |  |  |
| **3.F** Does the institution have adequate CTE program design? Indicators include growing and sustainable enrollment, meaningful programs of study, articulation agreements, sequenced progression of courses within program area, meaningful credentials, and program evaluation. |
| Current State | Desired State | Evidence/Data Source |
|  |  |  |
| **3.G** Describe how the institution offered CTE Programs that are of sufficient size, scope, and quality to meet the demands of students served by your district or college, and are:* + - Aligned to State, regional, Tribal, or local in-demand industry sectors or occupations; or
		- Designed to meet other local education or economic needs identified through other sources.
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| **Element 3: Evaluation of CTE Programs** | **Action Plan for Improving CTE Programs** |
| **Ratings:**1. Significant gaps and/or multiple gaps exist
2. Some gaps exist and/or we do not have a concrete plan to address them
3. Very few gaps exist, and we have processes in place to close the remaining gaps
4. No gaps exist
 | **3.H** Strategies in Priority Order: |
| **Rating 1-4** (choose from the dropdown list)Select a Rating |

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| **Element 4: Implementation of Pathways and CTE Programs of Study** |
| Respond to the narrative prompt in consideration of the data collected from interviews, focus groups, or other methodologies. The responses should identify progress toward the implementation of career and technical education programs and programs of study. Provide the evidence or data source(s) used to inform the findings in the chart below. |
| **4.A** How do programs partner with secondary, postsecondary, adult basic education, local workforce development boards, and business/industry representatives to ensure programs of study are aligned to a postsecondary pathway? |
| Current State | Desired State | Evidence/Data Source |
|  |  |  |
| **4.B** How does the district/college ensure that CTE faculty and teachers are involved in the design and approval of programs of study and articulation agreements? |
| Current State | Desired State | Evidence/Data Source |
|  |  |  |
| **4.C** How does the institution ensure the programs of study are responsive to community employment needs, are informed by labor market information, and allow for employer input? |
| Current State | Desired State | Evidence/Data Source |
|  |  |  |
| **4.D** How do the institution’s programs of study lead to credentials of workplace value that provide all students opportunities for living wage employment, with an emphasis on the Perkins special populations and student subgroups? |
| Current State | Desired State | Evidence/Data Source |
|  |  |  |
| **Element 4: Pathways and CTE Programs of Study** | **Action Plan for Improving Pathways and CTE Programs of Study** |
| **Ratings:**1. Significant gaps and/or multiple gaps exist
2. Some gaps exist and/or we do not have a concrete plan to address them
3. Very few gaps exist, and we have processes in place to close the remaining gaps
4. No gaps exist
 | **4.E** Strategies in Priority Order: |
| **Rating 1-4** (choose from the dropdown list)Select a Rating |

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| **Element 5: Recruitment, Retention and Training of CTE Educators** |
| Respond to the narrative prompt in consideration of the data collected from interviews, focus groups, or other methodologies. The responses will describe how your district or college will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions. Provide the evidence or data source(s) used to inform the findings in the chart below. |
| **5.A** How do the institution’s staff and faculty demographics compare with your student demographics? |
| Current State | Desired State | Evidence/Data Source |
|  |  |  |
| **5.B** What processes are in place to recruit new CTE educators who reflect your student population? |
| Current State | Desired State | Evidence/Data Source |
|  |  |  |
| **5.C** What strategies are used to support the retention of high-quality CTE educators? For secondary programs, include the process to determine the extension of limited certification of CTE educators in your district. |
| Current State | Desired State | Evidence/Data Source |
|  |  |  |
| **5.D** What training and/or resources are available to staff and faculty to ensure culturally responsive and inclusive programming? |
| Current State | Desired State | Evidence/Data Source |
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| **Element 5: Recruitment, Retention and Training of CTE Educators** | **Action Plan for Improving Recruitment, Retention and Training of CTE Educators** |
| **Ratings:**1. Significant gaps and/or multiple gaps exist
2. Some gaps exist and/or we do not have a concrete plan to address them
3. Very few gaps exist, and we have processes in place to close the remaining gaps
4. No gaps exist
 |  **5.E** Strategies in Priority Order: |
| **Rating 1-4** (choose from the dropdown list)Select a Rating |  |

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| **Comprehensive Local Needs Assessment Summary** |
| Summarize the information from each required element, identifying the priority work activity areas based upon the results of the CLNA. Once the priority areas are identified, please estimate the amount of funding used through Perkins V. **This section will inform Perkins funding requests.**  |
| **Element 1: Improving Equity and Access** |
| Rating | Priority Strategies | Estimated Funding Use ($) |
| Select a Rating |  |  |
| **Element 2: Evaluation of Student Performance** |
| Rating | Priority Strategies | Estimated Funding Use ($) |
| Select a Rating |  |  |
| **Element 3: Evaluation of CTE Programs: Alignment including Size, Scope, & Quality** |
| Rating | Priority Strategies | Estimated Funding Use ($) |
| Select a Rating |  |  |
| **Element 4: Implementation of Pathways & CTE Programs of Study** |
| Rating | Priority Strategies | Estimated Funding Use ($) |
| Select a Rating |  |  |
| **Element 5: Recruitment, Retention, and Training of CTE Educators** |
| Rating | Priority Strategies | Estimated Funding Use ($) |
| Select a Rating |  |  |

**Comprehensive Local Needs Assessment Required Stakeholder Verification**

This section (or the [excel spreadsheet](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.sbctc.edu%2Fresources%2Fdocuments%2Fcolleges-staff%2Fprograms-services%2Fworkforce-education%2F2017collaboration%2Fclna-stakeholder-verification.xlsx&wdOrigin=BROWSELINK)) must be completed to verify the engagement of each of the required stakeholders.

**Perkins Leadership Team**

Identify the organizational leadership responsible for leading and completing the CLNA process. Identify leadership team members under stakeholder role.

**CLNA Stakeholders**

Identify stakeholders involved in providing feedback, evaluation of program data, and completion of the CLNA. In addition to the Perkins Leadership Team, colleges must include various stakeholders from career and technical education programs (post-secondary and secondary), local workforce development board and a range of local or regional businesses/industries, students, special populations, and Indian tribes/tribal organizations.

Stakeholders include representation from the following:

* Advisory Committee Member

### Basic Education for Adults/Title II WIOA

* Economic Development/ADO
* Local Business and Industry Representative
* Local Workforce Development Area Representative
* Postsecondary Administrator
* Postsecondary Career Counseling and Advising Professionals
* Postsecondary CTE Faculty
* Representatives of Indian Tribes and Tribal Organizations
* Representatives of Special Populations
* Secondary Administrator
* Secondary Career and Guidance Counselor
* Secondary Counselor
* Secondary CTE Administrator
* Secondary CTE Educator
* Secondary Instructional Support/Paraprofessionals
* Student
* Youth/Adult Corrections Education Representative
* Other Relevant Stakeholders

**Stakeholder Information:** Provide the stakeholders name, position, and college/school, organization, or company represented.

**Primary/Secondary Role:** Identify how the stakeholder was involved in the evaluation of program data and completion of the CLNA. If an individual involved represents multiple roles, please identify all roles, if applicable. If “representative of a special population” or “other stakeholder” has been identified, please include the specific representation as a comment in the Evidence of Engagement column.

**Perkins Leadership Team:** Identify the organizational leadership responsible for leading and completing the CLNA process. Identify leadership team members under stakeholder role.

**Evidence of Engagement:** Provide details of how the stakeholder was engaged. Evidence could be completing a survey, attending a meeting, participating in a focus group, etc.

**Please add additional cells as needed.**

|  |  |  |  |  |
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| **Name/Position** | **College/School****Company/Organization** | **Primary Role** | **Secondary Role** | **Evidence of Engagement** |
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