

**New York State Education Department**

**Office of Postsecondary Access, Support**

**and Success**

**Comprehensive Local Needs Assessment Template Guidance**

**Overview**

This document is designed to provide a template for preparation of the Comprehensive Local Needs Assessment (CLNA) by:

* Explaining the purpose of the Comprehensive Local Needs Assessment
* Outlining the required components of the Comprehensive Local Needs Assessment
* Providing tools for identifying needs that can be addressed through Perkins funding

By conducting a Comprehensive Local Needs Assessment, the recipient institution will:

* Use data to identify needs of local and statewide industries
* Identify strengths and weaknesses of current program delivery
* Analyze gaps in performance and develop improvement strategies
* Identify steps to make progress towards student success, further postsecondary study, and employment

\*NYSED will provide a spreadsheet which recipient institutions must complete and submit with their Perkins applications.

**What is a Comprehensive Local Needs Assessment?**

A **Comprehensive Local Needs Assessment (CLNA)** is a systematic set of procedures used to determine needs, examine their nature and causes, and set priorities for future action. A needs assessment is conducted to determine the needs of people—i.e., recipients of the services provided by an organization. In education, the recipients are students, parents, and future employers.

**Why Complete a** **Comprehensive Local Needs Assessment?**

The reauthorization of the Perkins Act through Perkins V requires that each applicant institution complete a Comprehensive Local Needs Assessment. The CLNA will identify programs that require support to improve student outcomes. There are five components of the CLNA:

1. Evaluation of Labor Market information
2. Evaluation of CTE student performance disaggregated by subgroup on Perkins Performance Indicators
3. Evaluation of the CTE programs offered (size, scope, quality and aligned to in-demand industry sectors)
4. Evaluation of the progress towards implementing CTE programs and programs of study
5. Evaluation of recruitment, retention, and training for CTE educators and support professionals including individuals from underrepresented groups
6. Evaluation of progress toward implementing equal access to CTE for all students

**How often is a Comprehensive Local Needs Assessment needed?**

New York State is requiring that the CLNA be completed on a **biennial basis**. The assessment must be **completed prior** to the submission of the grant Application for the 2020-2021 program year. The CLNA will be a part of the *on-going* performance management cycle.

**Specific Requirements for Comprehensive Local Needs Assessment:**

Only NYSED-registered CTE programs will be eligible for funding through Perkins V. NYSED-registered CTE programs that are not evaluated at least biennially using the Comprehensive Local Needs Assessment will not be eligible for Perkins V funding.

Only NYSED-approved CTE programs that are evaluated during the 2019-2020 program year will be funded for the 2020-2021 program year, and all NYSED-registered CTE programs must be of appropriate size, scope, and quality as described in step 4.

**Data Sources to Complete Comprehensive Local Needs Assessment:**

Data sources located below must be used to complete the CLNA. Data Source 1 must be used for evaluation of CTE student performance against State-determined Levels of Performance in Chart 3, including an evaluation of performance for special populations as described in section 3(48) of the Strengthening Career and Technical Education for the 21st Century Act (Perkins V).

**Data Source 1:** Data submitted by the institution to NYSED via the HEDSLive system.

**Data Source 2:** [New York State Department of Labor Industry and Occupation Projections by NYS Region](https://www.labor.ny.gov/stats/lsproj.shtm)

#### Data Source 3: [NYS Department of Labor Regional Long-term Needs Assessment 2016-2026 Statewide and Regional Long Term Industry Projections.](https://www.labor.ny.gov/stats/2016-2026-Statewide-and-Regional-Long-Term-Industry-Projections.xlsx)

#### Data Source 4: [NYS Department of Labor Long-Term Needs Assessment 2016-2026 Statewide and Regional Long Term Occupational Projections](https://www.labor.ny.gov/stats/2016-2026-Statewide-and-Regional-Long-Term-Occupational-Projections-with-Separations.xls)

#### NYS DOL [technical notes and cautions about the data](https://www.labor.ny.gov/stats/lstechproj.shtm)external link to NY DOL

**Local recipients may also utilize specific data sources available to them regarding local or regional employment trends and student performance.**

**The** [**NYS DOL wage data dashboards for SUNY graduates**](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Ftableauserver.suny.edu%2F%23%2Fsite%2FIRPublic%2Fviews%2FSUNYGRADUATESPOST-COMPLETIONWAGESINTERACTIVEDASHBOARD11_20_18%2FLandingPage&data=02%7C01%7Cletester%40ecc.edu%7Ce1c46bd23e3e490bbe5f08d68b705b26%7C621b378423384e028ca7d32d8b1921f1%7C0%7C0%7C636849712883438391&sdata=V9sp%2FkE%2B958VzClVX5nn0fKBSpvAmOLoJS3f5go2x3o%3D&reserved=0) **may be a useful resource. Please note that this link requires a SUNY login.**

**Step 1: Identify Stakeholders and Local Advisory Council**

In conducting the needs assessment, completing the CLNA template, and developing the local application, the eligible recipient shall involve a diverse body of stakeholders. This stakeholder group will provide analysis, review, and support in the development of the Needs Assessment and the local application as well as providing ongoing consultation. Per Perkins V, this group must include, though is not limited to, participation by the following (134(d)):

* Representatives of career and technical education programs in a local educational agency or 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

**DIRECTIONS: On the CLNA spreadsheet, please identify all stakeholders. Please note that all categories of stakeholders must be consulted.**

To oversee the work of this large stakeholder group, the eligible recipient must form a smaller leadership group, the Local Advisory Council. The Local Advisory Council will be responsible for collecting data, conducting initial data analysis, disseminating data and supporting materials to all stakeholder groups, coordinating and scheduling stakeholder meetings and feedback, and completing the CLNA based on all data and feedback. The Local Advisory Council members should be well-positioned to provide guidance to all stakeholders concerning timelines, feedback, and review of all data and materials concerning the development on the CLNA. At least ten members are needed on the Local Advisory Council. Participants may include, but are not limited to:

* Individuals familiar with CTE and major industries in the service area Business and industry representatives
* Individuals familiar with CTE programs at the secondary and postsecondary School/BOCES board members
* Individuals familiar with the special educational needs of the students with physical and mental disabilities
* Individuals representative of community interests, including individuals familiar with the special needs of populations to be served
* Individuals enrolled as CTE students at the agency served by the advisory council

**DIRECTIONS: Please identify all stakeholders and the Local Advisory Council Members on the CLNA Spreadsheet. Add extra rows if necessary.**

**Step 2: Analyze Labor Market Information**

**Perkins V Section 134(c)(2)(B)(ii)**

*The local needs assessment shall include…*

*(B) A description of how career and technical education programs offered by the eligible recipient are —*

*(ii)(I) aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce*

*Development board described in section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111) (referred to in*

*this section as the “State board”) or local workforce development board, including career pathways, where appropriate; or*

*(II) designed to meet local education or economic needs not identified by State boards or local workforce development boards.*

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| **WHAT INFORMATION SHOULD LOCALS COLLECT?: LABOR MARKET ALIGNMENT** | |
| **What does the law say?** | **What does the law mean?** |
| The CLNA will include a description of how CTE programs offered by the eligible recipient align to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development board or local workforce development board, including career pathways, where appropriate. The Comprehensive Local Needs Assessment may also identify programs designed to meet local education or economic needs not identified by State boards or local workforce development boards | The law requires an analysis of how CTE programs are meeting workforce needs and provides eligible recipients with multiple ways to demonstrate labor market demand, from a combination of state and local sources. |

**Part 1:** Utilize data sources 2, 3, and 4 on page 3 to assess labor market needs.

**Part 2:** Use additional sources of data as necessary to compare to the part 1 findings.

**Part 3:** Analyze findings from parts 1 and 2.

**Part 4:** Based on the input from local stakeholders, identify any additional needs that were not revealed by the labor market analysis.

**DIRECTIONS: On the CLNA Spreadsheet, please complete the following:**

**Chart 1: Identification of Top Regional Industries and Corresponding NYSED-Registered CTE Programs**

**Chart 2: Current NYSED-Registered CTE Programs in which Updates are Needed to Better Meet Current Labor Market Needs**

**Step 3: Analyze Student Performance**

**Perkins V Section 134(c)(2)(A)**

*The local needs assessment shall include…*

1. *An evaluation of the performance of the students served by the eligible recipient with respect to State-determined and local levels of performance established pursuant to section 113, including an evaluation of performance for special populations as described in section 3(48) of the Strengthening Career and Technical Education for the 21st Century Act (Perkins V).*

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| **What Information Should Locals Collect?: Student Performance Data** | |
| **What does the law say?**  The CLNA will include an evaluation of the performance of the students served by the local eligible recipient with respect to State-determined and local performance levels, including an evaluation of performance for special populations and each subgroup. | **What does the law mean?**  The CLNA must contain an evaluation of CTE concentrators’ performance on the core performance indicators. While eligible recipients were required to do this as part of their local plans under Perkins IV, the evaluation now must at a minimum include a performance analysis of the subgroups (as defined in ESSA) and the expanded list of special populations. |

The Local Advisory Council must meet and evaluate the student performance strengths, gaps, and strategies for improvement based on appropriate data. This data analysis should be provided to the larger stakeholder group to inform their work on the CLNA. Both the Local Advisory Council and the larger stakeholder group should review and confirm understanding of the definitions of each of the Performance Indicators. That information can be found at: [Postsecondary Perkins Performance Indicators](http://www.nysed.gov/postsecondary-services/perkins-postsecondary-career-technical-education-program)

Questions to consider:

1. In which programs did students, including subgroups and special populations meet or exceed performance levels? Are there specific supports for access and success for these students? Can these supports be replicated in other programs?
2. In which programs did subgroups and special populations struggle to meet performance levels? Are there specific circumstances and/or reasons for these results?
3. Are there specific programs which lack proportional representation from subgroups and special populations? If so, what factors contribute to this?
4. Are there specific programs in which subgroups and special populations are disproportionately overrepresented? If so, what factors contribute to this?

**Perkins V Core Indicators of Performance**

**Postsecondary Retention and Placement (1P1)**

The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.

**Earned Recognized Postsecondary Credential (2P1)\***

The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.\*\*

\*A recognized postsecondary credential is defined in the *Workforce Innovation and Opportunities Act* (WIOA) as “A credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State or Federal Government, or an associate or baccalaureate degree.”

\*\*Note: A student gets counted under this indicator whether the student obtains the credential during participation or within 1 year of completion, meaning that the student would be counted if the student obtains the credential in the 1 year following that student’s completion of the program.

**Non-traditional Program Enrollment (3P1)**

The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields. (Sec. 113 (2B)).

**DIRECTIONS: On the CLNA Spreadsheet, please complete Chart 3: Postsecondary Performance Indicators**

**Step 4: Analyze Program Performance**

**Perkins V Section 134(c)(2)(B)(i)**

*The local needs assessment shall include*

1. *A description of how career and technical education programs offered by the eligible recipient are —*
2. *Sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient; and…*

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| **What Information Should Locals Collect: Size, Scope, and Quality** | |
| **What does the law say?**  The CLNA will include a description of how CTE programs offered by the local eligible recipient are sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient. | **What does the law mean?**  The state must develop a definition of what is adequate size, scope, and quality. This will determine the eligibility of a recipient’s programs for funding under Perkins V. |

**Definitions:**

**SIZE, SCOPE, QUALITY.** —

(A) Size. -- eligible institutions must have a minimum of five approved CTE programs and the ability to generate a minimum of $50,000 in formula funding on their own or by partnering with another institution in the form of a consortium.

(B) Scope. -- programs must prepare concentrators for employment in high-skill, high-wage, or in-demand careers. Programs must lead to technical skill proficiency or a recognized postsecondary credential. Scope must ensure all students are provided with equitable access to CTE programs of study.

(C)  Quality. -- is measured by evaluation of the program’s progress on the Core Indicators of Performance as compared to federal and state targets.

**DIRECTIONS: On the CLNA Spreadsheet, please complete Chart 4: Size, Scope, and Quality**

**Step 5: Analyze Progress Towards Implementing NYSED Approved CTE Programs of Study**

**Perkins V Section 134(c)(2)(C)**

*The local needs assessment shall include*

1. *An evaluation of progress toward the implementation of career and technical education programs and programs of study.*

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| **What Information Should Locals Collect: Progress towards Implementing CTE Programs/Programs of Study** | |
| **What does the law say?**  The CLNA will include an evaluation of progress toward the implementation of CTE programs and programs of study. | **What does the law mean?**  This evaluation should be both a backward and forward-looking review of the programs offered by the local recipient. In addition to meeting the size, scope, and quality, this requirement addresses current and future plans to support the implementation of CTE programs |

**Definition:**

**Perkins V Sec. 2(41)**

**Program of Study:**

The term ‘program of study’ means a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that —

1. Incorporates challenging State academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;
2. Addresses both academic and technical knowledge of skills, including employability skills
3. Is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area;
4. Progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);
5. Has multiple entry and exit points that incorporate credentialing; and
6. Culminates in the attainment of a recognized postsecondary credential.

**DIRECTIONS: On the CLNA Spreadsheet, please complete Chart 5: Program of Study Implementation**

**Step 6: Analyze Process for Recruitment, Retention, and Training of CTE Educators**

**Perkins V Section 134(c)(2)(D)**

*The local needs assessment shall include…*

1. *A description of how the eligible recipient 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.*

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| **What Information Should Locals Collect: Recruitment, Retention, and Training of Faculty and Staff** | |
| **What does the law say?**  The CLNA will include a description of how the eligible recipient will improve recruitment, retention, and training of CTE teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions. | **What does the law mean?**  Eligible recipients must evaluate their current and future recruitment, retention, and professional development needs. This may require root cause analyses of teacher/instructor or other professional shortages. |

When evaluating the process for recruitment, retention, and training of CTE Educators, the CLNA Advisory Team and the larger stakeholder group should review the following data:

* Current faculty rosters for each program which provide
  + Demographic data
  + Length of service
  + Certification
* Professional development opportunities provided by the local recipient for the past three years

**DIRECTIONS: On the CLNA Spreadsheet, please complete Chart 6: Recruitment, Retention, and Training of CTE Educators**

**Step 7: Analyzing Access and Equity to NYSED-Registered CTE Programs**

**Perkins Section 134(c)(2)(E)**

*The local needs assessment shall include…*

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 —*
   1. *Strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;*
   2. *Providing programs that are designed to enable special populations to meet the local levels of performance; and*
   3. *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.*

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| **What Information Should Locals Collect: Progress Towards Improving Access and Equity** | |
| **What does the law say?**  The CLNA shall include a description of:   * Progress toward implementation of equal access to high-quality CTE courses and programs of study, for all students including strategies to overcome barriers that result in lower rates of access to, or performance gaps in the courses and programs for special populations; * How they are providing programs that are designed to enable special populations to meet the local levels of performance; and * How they are 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. | **What does the law mean?**  This requirement is focused on supports for special populations. States assist locals in directing resources or supports to close performance gaps and remove barriers and to provide supports necessary to address different barriers and different populations. |

**Perkins V Sec. 3(48)**

SPECIAL POPULATIONS. – The term “special populations” means—

1. Individuals with disabilities;
2. Individuals from economically disadvantaged families, including low-income youth and adults;
3. Individuals preparing for non-traditional fields;
4. Single parents, including single pregnant women;
5. Out-of-workforce individuals;
6. English learners;
7. Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);
8. Youth who are in, or have aged out of the foster care system; and
9. Youth with a parent who —
   1. Is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and
   2. Is on active duty (as such term is defined in section 101(d)(1) of such title.)

**DIRECTIONS: On the CLNA Spreadsheet, please complete Chart 7: Access and Equity**

**When the CLNA Template is completed, please complete the CLNA Summary. Both the CLNA Template and the CLNA Summary will be submitted along with the recipient’s 2020-2021 Perkins V Program Year Application. Applications will not be reviewed unless a CLNA Template and CLNA Summary have been received from the recipient.**