



**New York State Education Department
Office of Career and Technical Education
Comprehensive Local Needs Assessment
Template Guidance Document**

Overview

This document is designed to provide guidance for the 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 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

The actual needs assessment information will be inputted into a provided CLNA Template (Excel workbook) and sent in with the eligible recipient's Perkins application.

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 eligible recipients complete a local needs assessment. The CLNA will identify those programs that require support to improve student outcomes. There are six 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 alignment with 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 completion 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-approved CTE programs will be eligible for funding through Perkins V. NYSED-approved 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-approved CTE programs must be of appropriate size, scope, and quality as described in Step 4 of this document. In order to be eligible for evaluation, and therefore, funding, programs must have been approved by the office of Career and Technical Education prior to November 1, 2019.

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 4, including an evaluation of performance for special populations and each subgroup described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965. The indicators that will be used to determine student performance in each program are academic indicators (ELA, math, and science), graduation rates, and work-based learning. Information about work-based learning programs can be found in the [Work-Based Learning Manual](#).

Data Source 1: Program Level Content by Location and Approved Program. 2017-18 data will be sent to Local Education Agencies (LEAs) and BOCES that are eligible based on 2019-20 program year allocations.

Data Source 2: [Current report cards](#) showing outcomes on the Perkins indicators for the 2018-19 program year should be compared with [prior year report cards](#)

Data Source 3: [New York State Department of Labor Industry and Occupation Projections by NYS Region](#)

Data Source 4: *NYS Department of Labor Regional* [Long-term Projections by Industry: 2016-26](#)

Data Source 5: *NYS Department of Labor Long-Term* [Occupational Employment Projections: 2016-26](#)

[NYS DOL *technical notes and cautions about the data*](#) 

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

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 Section 134(d) of Perkins V, this group must include, though is not limited to, participation by the groups listed below. Multiple representatives from each group can be part of the stakeholder engagement group as long as there is at least one representative from each group below.

- 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

To oversee the work of this large stakeholder group, the eligible recipient must form a smaller leadership group, the Local Advisory Council. This Advisory Council's membership should align with the advisory council districts and BOCES are required to maintain per New York Consolidated Laws, Education Law: EDN §4601. 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 must 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 the population to be served
- Individuals enrolled as CTE students at the agency served by the advisory council

DIRECTIONS: On the second tab of the CLNA Template, please identify all stakeholders and the Local Advisory Council Members. 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.

WHAT INFORMATION SHOULD LOCALS COLLECT: LABOR MARKET ALIGNMENT	
What does the law say?	What does the law mean?
<p>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</p>	<p>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.</p>

Part 1: Utilize Data Sources 3, 4, and 5 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 steps 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 third and fourth tabs of the CLNA Template, please complete the following:

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

Chart 2: Current NYSED-Approved 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...

(A) 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 and each subgroup described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965

What Information Should Locals Collect: Student Performance Data	
<p>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.</p>	<p>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.</p>

Each recipient will receive their student performance data based on the data submitted to the state for the past three years. 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: <http://www.p12.nysed.gov/cte/PerkinsVPerformanceTargets.html>.

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 students, including subgroups and special populations, struggle to meet performance levels? Are there specific circumstances and/or reasons for these results that can be identified?
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?

Secondary Performance Indicators

1S1 — Four Year Graduation Cohort Rate

The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).

2S1 — Academic Proficiency in Reading/Language Arts

CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in section 1111(b)(2) of such Act.

2S2 — Academic Proficiency in Mathematics

CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in mathematics as described in section 1111(b)(2) of such Act.

2S3 — Academic Proficiency in Science

CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in science as described in section 1111(b)(2) of such Act.

3S1— Post-Program Placement

The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or 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 employed.

4S1 — Nontraditional Program Concentration

The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

5S3— Program Quality —Participated in Work-Based Learning

The percentage of CTE concentrators graduating from high school having participated in at least 54 hours of appropriate work-based learning experiences. Appropriate work-based learning experiences for the purpose of this application include any of the four New York State registered work-based learning programs (WECEP, CEIP, GEWEP, and Co-op) as well as the following non-registered experiences: school-based enterprise, supervised clinical experience (health sciences and appearance enhancement programs only), community service, school-based projects, and job shadowing. Field trips, guest speakers, routine classwork, college visits, and non-school affiliated employment DO NOT count.

DIRECTIONS: On the fifth tab of the CLNA Template, please complete Chart 3: Secondary Performance Indicators.

Please note that 4S1 and 5S3 are new indicators. As such, 2017-18 data is not available for evaluation on these items. Recipients should reflect on current practices and any local data available to analyze current performance.

Step 4: Analyze Program Performance

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

The local needs assessment shall include

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

(i) Sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient; and...

What Information Should Locals Collect: Size, Scope, and Quality	
<p>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.</p>	<p>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.</p>

Definitions:

Size

- Each NYSED-approved CTE program of study must have a minimum of eight (8) CTE concentrators across all grade levels enrolled. A CTE concentrator is a new definition in Perkins V. At the secondary level, it means a student served by an eligible recipient who has completed at least two (2) courses in a single career and technical education program or program of study **and** has a program service record.
- Recipient must have a minimum of three NYSED-approved CTE programs of study in three of the sixteen national career cluster areas found at: <https://careertech.org/career-clusters>
- Enrollment is open to all students with adequate supports provided as needed

Scope

- Academic and technical content are aligned, leading to a nonduplicative program offering
- Addresses both academic and technical knowledge and skills, including employability skills
- Aligned with the needs of industry in the economy of the state, region, **or** local area
- Students at the secondary level are exposed to various opportunities to continue education beyond high school (multiple entry and exit points)
- Culminates in the ability for students to attain a recognized postsecondary credential¹

Quality

- Achieves performance targets established for Perkins V Performance Indicators
- Progresses in specificity, begins with all aspects of the industry or career cluster and leads to more occupation-specific instruction
- Incorporates challenging state academic learning standards and industry standards specific to each content area
- Evidence of appropriate teachers’ certification and professional development

¹ Recognized Postsecondary Credential is a new definition in Perkins V borrowed from section 3 of the Workforce Investment and Opportunity Act (WIOA) (29 U.S.C. 3102). This means a credential consisting of an industry-recognized certificate or certification, verification of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate’s or baccalaureate degree. At the secondary level students will begin the process of attaining the credential but may not finish. Therefore, postsecondary articulation agreements and industry-based licensing and/or credentialing exams would all count towards New York’s definition of scope.

- Articulation agreements provide opportunities for dual credit and/or apprenticeships with postsecondary institutions
- Approved programs that result in 100% of program completers earning either a technical endorsement or CDOS credential
- All students participate in approved [work-based learning](#)

DIRECTIONS: On the sixth tab of the CLNA Template, please complete Chart 4: Size, Scope, and Quality. Only NYSED-Approved CTE programs that have been approved prior to November 1, 2019 may be reviewed.

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

(C) An evaluation of progress toward the implementation of career and technical education programs and programs of study.

What Information Should Locals Collect: Progress towards Implementing CTE Programs/Programs of Study	
<p>What does the law say? The CLNA will include an evaluation of progress toward the implementation of CTE programs and programs of study.</p>	<p>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</p>

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 —

- (A) 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;
- (B) Addresses both academic and technical knowledge of skills, including employability skills
- (C) Is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area;
- (D) Progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);
- (E) Has multiple entry and exit points that incorporate credentialing; and
- (F) Culminates in the attainment of a recognized postsecondary credential.

DIRECTIONS: On the seventh tab of the CLNA Template, 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...

(D) 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.

What Information Should Locals Collect: Recruitment, Retention, and Training of Faculty and Staff	
<p>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.</p>	<p>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 or other professional shortages.</p>

When evaluating the process for recruitment, retention, and training of CTE Educators, the Local Advisory Council and the larger Local Advisory Committee should review the following data:

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

DIRECTIONS: On the eighth tab of the CLNA Template, please complete Chart 6: Recruitment, Retention, and Training of CTE Educators

Step 7: Analyzing Access and Equity in NYSED-Approved CTE Programs

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

The local needs assessment shall include...

(E) 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 —

- (i) Strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;*
- (ii) Providing programs that are designed to enable special populations to meet the local levels of performance; and*
- (iii) 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 Information Should Locals Collect: Progress Towards Improving Access and Equity	
<p>What does the law say? The CLNA shall include a description of:</p> <ul style="list-style-type: none"> • 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. 	<p>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.</p>

Perkins V Sec. 3(48)**SPECIAL POPULATIONS. – The term “special populations” means—**

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

DIRECTIONS: On the ninth tab of the CLNA Template, 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 2020-21 Perkins V Program Year Local Application. Applications will not be reviewed unless a CLNA Template and CLNA Summary has been received from the recipient.