

**New York State Education Department**

**Office of Career and Technical Education**

**Comprehensive Local Needs Assessment Summary**

**Once the Comprehensive Local Needs Assessment (CLNA) has been completed, please complete this summary. This must be submitted along with the recipient’s completed Local Application.**

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| Recipient Name: | Click or tap here to enter text. |
| Date CLNA Completed: | Click or tap here to enter text. |
| Members of Consortium (if applicable) | Click or tap here to enter text. |

**For each section of this summary, please refer to the corresponding section of the CLNA. Please rate the recipient’s performance and provide a justification with detail broken down to the extent possible by programs and populations.**

**Section 1: Student Performance**

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| 1. REQUIREMENTS — The comprehensive local needs assessment described in paragraph (1) shall include each of the following:   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… |

**DIRECTIONS: Based on the evidence and findings from the analysis of data, please rate your agency in each of the following areas according to the rubric provided along with a justification for each rating, using data points where possible. Use the report cards linked in the CLNA guidance to obtain additional data, if necessary.**

RATING SCALE:

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| **4**  **Exemplary level of development and model for implementation** | **3**  **Operational level of development and successful implementation** | **2**  **Partial development and needs revision for successful implementation** | **1**  **Limited development and needs extensive revision for successful implementation** | **0**  **No score; isolated examples or not in practice** | **NA**  **This special population does not exist in our program** |

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| **STATEMENT** | **SELF-RATING (0-4)** | **JUSTIFICATION** |
| The majority of all students in each program are performing at or above the State-determined Levels of Performance on each of the secondary performance indicators | Choose an item. |  |
| Students with disabilities perform as well as their non-disabled peers on each of the secondary performance indicators | Choose an item. |  |
| Students who are English Language Learners (ELLs) perform as well as students who speak English as their first language on each of the secondary performance indicators | Choose an item. |  |
| Students from economically disadvantaged families, including low-income youth and adults, perform as well as their non-economically disadvantaged peers on each of the secondary performance indicators | Choose an item. |  |
| Students who are considered homeless individuals perform as well as their non-homeless peers on each of the secondary performance indicators | Choose an item. |  |
| Students who are in or have aged out of the foster care system perform as well as their peers who are not in or have aged out of the foster care system on each of the secondary performance indicators | Choose an item. |  |
| Students with a parent who is a member of the armed forces and on active duty perform as well as their peers who do not have a parent in the armed forces and on active duty on each of the secondary performance indicators | Choose an item. |  |
| Students preparing for nontraditional fields by gender perform as well as all others enrolled in the program on each of the secondary performance indicators | Choose an item. |  |
| Where applicable, single parents, including single pregnant women, perform as well as all others enrolled in the program on each of the secondary performance indicators | Choose an item. |  |

**Based on the evaluation of Student Performance, what were the lowest rated categories?**

**For each of the lowest-rated categories, identify a corresponding need that can be addressed through Perkins V funding.**

**Which uses of funds under Perkins V will be utilized to address this identified need (check all that apply)**

☐ 1. Offering all students career exploration and career development activities

☐ 2. Providing instructors with professional development

☐ 3. Building the skills all students need to pursue careers in high skill, high wage, or in-demand industry sectors

☐ 4. Supporting integration of academic skills into CTE programs and programs of study

☐ 5. Planning and carrying out elements that support the implementation of CTE programs and programs of study that result in increasing all student achievement.

☐ 6. Developing and implementing evaluations of the activities carried out with Perkins funds.

**Section 2: Program Performance: Size, Scope, and Quality of CTE Programs**

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| 1. REQUIREMENTS. — The comprehensive local needs assessment described in paragraph (1) shall include each of the following: 2. A description of how career and technical programs offered by the eligible recipient are    * 1. sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient; and      2. 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. |

**DIRECTIONS: Based on the evidence and findings from the analysis of data, please rate your agency in each of the following areas according to the rubric provided along with a justification for each rating, using data points where possible.**

RATING SCALE:

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| --- | --- | --- | --- | --- |
| **4**  **Exemplary level of development and model for implementation** | **3**  **Operational level of development and successful implementation** | **2**  **Partial development and needs revision for successful implementation** | **1**  **Limited development and needs extensive revision for successful implementation** | **0**  **No score; isolated examples or not in practice** |

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| **STATEMENT** | **SELF RATING (0-4)** | **JUSTIFICATION** |
| All programs serve a minimum of eight (8) CTE concentrators | Choose an item. |  |
| At least three (3) NYSED-approved CTE programs are offered in three (3) different national career clusters. | Choose an item. |  |
| All students are able to enroll in NYSED-approved CTE programs with supports provided as appropriate | Choose an item. |  |
| Academic and technical content is aligned in all NYSED-approved CTE programs leading to a nonduplicative program offering | Choose an item. |  |
| Employability skills in a particular field are addressed throughout all NYSED-approved CTE programs | Choose an item. |  |
| All programs align with needs of industry in the state, regional, or local economy | Choose an item. |  |
| All students are exposed to various opportunities to continue education beyond high school, including various postsecondary credentials, two-year college programs, and four-year college programs as appropriate? (multiple entry and exit points) | Choose an item. |  |
| All students within each program achieve state performance targets on the Perkins V performance indicators | Choose an item. |  |
| All programs progress in specificity — meaning that they begin with all aspects of a particular industry or career cluster and lead to more occupation-specific instruction | Choose an item. |  |
| All programs incorporate challenging state academic standards and industry standards specific to each content area | Choose an item. |  |
| All programs have meaningful postsecondary articulation agreements established between secondary and postsecondary programs | Choose an item. |  |
| All programs culminate in 100% of students earning a technical endorsement or CDOS credential | Choose an item. |  |
| All CTE concentrators take part in 54 hours of approved work-based learning experiences | Choose an item. |  |

**Based on the evaluation of Program Performance: Size, Scope, and Quality, what were the lowest rated categories?**

**For each of the lowest-rated categories, identify a corresponding need that can be addressed through Perkins V funding.**

**Which uses of funds under Perkins V will be utilized to address this identified need (check all that apply)**

☐1. Offering all students career exploration and career development activities

☐2. Providing instructors with professional development

☐3. Building the skills all students need to pursue careers in high skill, high wage, or in-demand industry sectors

☐4. Supporting integration of academic skills into CTE programs and programs of study

☐5. Planning and carrying out elements that support the implementation of CTE programs and programs of study that result in increasing all student achievement.

☐ 6. Developing and implementing evaluations of the activities carried out with Perkins funds.

**Section 3: Program of Study Implementation**

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| 1. REQUIREMENTS— The comprehensive local needs assessment described in paragraph (1) shall include each of the following: 2. An evaluation of progress towards the implementation of career and technical education programs and programs of study. |

**DIRECTIONS: Based on the evidence and findings from the analysis of data, please rate your agency in each of the following areas according to the rubric provided along with a justification for each rating, using data points where possible.**

RATING SCALE:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **4**  **Exemplary level of development and model for implementation** | **3**  **Operational level of development and successful implementation** | **2**  **Partial development and needs revision for successful implementation** | **1**  **Limited development and needs extensive revision for successful implementation** | **0**  **No score; isolated examples or not in practice** |

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| **STATEMENT** | **SELF-RATING**  **(0-4)** | **JUSTIFICATION** |
| All students have access to career advisement and development opportunities. | Choose an item. |  |
| All programs develop industry-based technical skills for success in a field of study | Choose an item. |  |
| All programs provide challenging academic coursework that is integrated with a field of study | Choose an item. |  |
| All programs provide employability skills for success in a field of study | Choose an item. |  |
| All programs are aligned across secondary and postsecondary curricula | Choose an item. |  |
| All students have access to business and industry experiences through either mentoring, work-based learning or relevant industry projects | Choose an item. |  |

**Based on the self-evaluation completed in step 3, what were the lowest rated categories?**

**For each of the lowest-rated categories, identify a corresponding need that can be addressed through Perkins V funding.**

**Which uses of funds under Perkins V will be utilized to address this identified need (check all that apply)**

☐1. Offering all students career exploration and career development activities

☐2. Providing instructors with professional development

☐3. Building the skills all students need to pursue careers in high skill, high wage, or in-demand industry sectors

☐4. Supporting integration of academic skills into CTE programs and programs of study

☐5. Planning and carrying out elements that support the implementation of CTE programs and programs of study that result in increasing all student achievement.

☐ 6. Developing and implementing evaluations of the activities carried out with Perkins funds.

**Section 4: Recruitment, Retention, and Training of Staff**

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| 1. REQUIREMENTS— The comprehensive local needs assessment described in paragraph (1) shall include each of the following: 2. 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. |

**DIRECTIONS: Based on the evidence and findings from the analysis of data, please rate your agency in each of the following areas according to the rubric provided along with a justification for each rating, using data points where possible.**

RATING SCALE:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **4**  **Exemplary level of development and model for implementation** | **3**  **Operational level of development and successful implementation** | **2**  **Partial development and needs revision for successful implementation** | **1**  **Limited development and needs extensive revision for successful implementation** | **0**  **No score; isolated examples or not in practice** |

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| **STATEMENT** | **SELF-RATING (0-4)** | **JUSTIFICATION** |
| Current levels of faculty and staff (including instructors, support staff, guidance and advisement professionals, administrators, and other key staff) are sufficient to offer high-quality programs and career development | Choose an item. |  |
| Anticipated levels of faculty and staff to meet short, medium, and long-term needs are sufficient | Choose an item. |  |
| There are efficient processes to recruit and retain faculty and staff in place, particularly for individuals coming from industry | Choose an item. |  |
| An effective system is in place to mentor and support new teachers-especially those new to teaching | Choose an item. |  |
| Regular and substantive professional development opportunities are offered for faculty, staff, and administrators | Choose an item. |  |
| Faculty, staff, and administrators have opportunities to work with and learn directly from representatives of business and industry | Choose an item. |  |
| Faculty and staff are diverse and reflect the make-up of the student body. | Choose an item. |  |

**Based on the evaluation of Recruitment, Retention, and Training of Staff, what were the lowest rated categories?**

**For each of the lowest-rated categories, identify a corresponding need that can be addressed through Perkins V funding.**

**Which uses of funds under Perkins V will be utilized to address this identified need (check all that apply)**

☐1. Offering all students career exploration and career development activities

☐2. Providing instructors with professional development

☐3. Building the skills all students need to pursue careers in high skill, high wage, or in-demand industry sectors

☐4. Supporting integration of academic skills into CTE programs and programs of study

☐5. Planning and carrying out elements that support the implementation of CTE programs and programs of study that result in increasing all student achievement.

☐ 6. Developing and implementing evaluations of the activities carried out with Perkins funds.

**Section 5: Access and Equity**

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| 1. REQUIREMENTS— The comprehensive local needs assessment described in paragraph (1) shall include each of the following: 2. A description of progress towards 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-skills, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency. |

**DIRECTIONS: Based on the evidence and findings from the analysis of data, please rate your agency in each of the following areas according to the rubric provided along with a justification for each rating, using data points where possible.**

RATING SCALE:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **4**  **Exemplary level of development and model for implementation** | **3**  **Operational level of development and successful implementation** | **2**  **Partial development and needs revision for successful implementation** | **1**  **Limited development and needs extensive revision for successful implementation** | **0**  **No score; isolated examples or not in practice** |

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| **STATEMENT** | **SELF-RATING (0-4)** | **JUSTIFICATION** |
| Recruitment processes to enroll in NYSED-approved CTE programs are equitable and accessible for all students, including members of special populations. | Choose an item. |  |
| Barriers that prevent students, including special populations, from accessing NYSED-approved programs have been identified. | Choose an item. |  |
| Programs with either overrepresentation or underrepresentation of special populations have been identified. | Choose an item. |  |
| Systems and processes are in place to encourage and support all students, including special populations, in successful completion of CTE programs | Choose an item. |  |
| Professional development and staff training have taken place to assist staff in ensuring the success of all students, including members of special populations, in NYSED-approved CTE programs | Choose an item. |  |

**Based on the evaluation of access and equity, what were the lowest rated categories?**

**For each of the lowest-rated categories, identify a corresponding need that can be addressed through Perkins V funding.**

**Which uses of funds under Perkins V will be utilized to address this identified need (check all that apply)**

☐1. Offering all students career exploration and career development activities

☐2. Providing instructors with professional development

☐3. Building the skills allstudents need to pursue careers in high skill, high wage, or in-demand industry sectors

☐4. Supporting integration of academic skills into CTE programs and programs of study

☐5. Planning and carrying out elements that support the implementation of CTE programs and programs of study that result in increasing all student achievement.

☐ 6. Developing and implementing evaluations of the activities carried out with Perkins funds.

**Section 6: Converting the Needs Assessment Summary into Action Items for Perkins Funding**

Based on the analysis of the completed CLNA and CLNA Summary, identify needs (no minimum or maximum number) that will be addressed through Perkins funding. Please list the needs below. Refer back to the needs identified in each section of the CLNA Summary. Section 4 of the Perkins Local Application will ask for detailed action steps and budget items that correspond with the plan to address identified needs.

Please also note that since the Comprehensive Local Needs Assessment covers two years, needs identified in this CLNA application may be addressed in either the 2020-2021 and/or 2021-2022 program years.

Which recommendations from the 2020-21 Summary have been discontinued and why?

By signing below, I hereby certify that the recipient has completed all parts of the Comprehensive Local Needs Assessment (CLNA) and CLNA Summary. I also hereby certify that all stakeholders required by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) have been consulted appropriately.

Signature of Chief Administrative Officer (in blue ink) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_