COMPREHENSIVE LOCAL NEEDS ASSESSMENT REPORTING TEMPLATE

For California Local Educational Agencies Applying to the 2020–21 Perkins V Grant Under Section 131 (Secondary Schools) and Section 132 (ROPs and Adult Education Schools)

Introduction

The *Strengthening Career and Technical Education for the 21st Century Act* (Perkins V) require all eligible recipients of Perkins V funds to complete a Comprehensive Local Needs Assessment (CLNA) and use that information to develop the eligible recipient's local application plan. One of the most significant changes within the Perkins V federal legislation is the introduction of the CLNA. Conducting the CLNA is described under Perkins V subsection 134(c), and developing the local application described in Perkins V subsection 134(b). The CLNA must be completed by eligible grant recipients of Perkins V funds at the beginning of the grant period and updated at least once every two years

Perkins V requires eligible grant recipients to use a data-driven decision-making process on local planning and spending on career and technical education (CTE). The CLNA is a review of a number of elements, including student performance data,

especially gaps among sub-groups of special population; labor market needs; educator development; equity and access, for special populations, and program size, scope and quality. To validate the information obtained through the CLNA, an eligible Perkins V grant recipient shall involve a diverse body of stakeholders, including, at a minimum— secondary and postsecondary educators, business and industry partners, parents and students among others. More importantly, local planning, program, and funding decisions must be based on the CLNA with the primary purpose of improving overall performance and reduce performance gaps between different special population subgroups.

The goal of the CLNA is to help educators identify, understand, and prioritize the needs that districts and schools must address to improve performance and decrease performance gaps. 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 eligible grant recipients understand and develop their CLNA.

Table of Contents

Executive Summary to be Included in the Perkins Application

Directions: Complete this Executive Summary after all other sections.

Each question below is meant to be a concise and complete[1] summary of the more in-depth exploration of each section of this CLNA Reporting Template. Each section is based on a separate requirement from the Perkins V law, Section 134, of what must be contained in the CLNA and application.

The responses from the Executive Summary are required to be included in the annual Perkins renewal application via the California Department of Education's (CDE) online Programs Grant Management System (PGMS), Section 4. All other evidence of the complete CLNA process should be kept on file and ready to be reviewed in a Federal Program Monitoring (FPM) visit or upon request.[2]

Summarize the identified needs and strategies generated in the eligible grant recipient's stakeholder consultation committee as they relate to each required element of the eligible grant recipient's CLNA:

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1. Each line item in the eligible grant recipient's budget must serve one of the needs or strategies the eligible grant recipient lists below.

2. Evidence of stakeholder engagement would include such documentation as meeting agendas, notes, copies of handouts shared, a list of participants (names, Institution, title, phone and email) and sign-in sheets.

1. **Section 134(c)(d)(e): Stakeholder Consultation on CLNA, Dates, Content, Membership:**

   a) **What was the date of the eligible grant recipient's most recent district-wide CTE Advisory meeting that served as the source for filling out this document?**

   b) **The source of that meeting should have been the eligible grant recipient's Perkins indicators plus a self-evaluation, and/or this document. Was the eligible grant recipient's self-evaluation based on the "11 Elements of a High Quality CTE Program" aka the "CTE Self-Review," the CTEIG Self Review Rubric, an equivalent, or this document? Explain/describe.**

   c) **What is the date of the eligible grant recipient's next district-wide CTE Advisory meeting that will review, evaluate, & identify needs per Section 134(c), Comprehensive Needs Assessment, and Section 134(e), Continued Consultation.**

   d) **What has the eligible grant recipient done or what will the eligible grant recipient do to make sure all required categories of members will attend the eligible grant recipient's next scheduled Stakeholder Consultation per section 134(d)?**

2. **Section 134(c)(2)(A): Student Performance on Required Performance Indicators (Disaggregated)**

3. **Section 134(c)(2)(B)(i): Program Size, Scope, and Quality to Meet the Needs of All Students**

4. Section 134(c)(2)(C): Progress Towards Implementation of CTE Programs of Study

> *[blank text box]*

5. Section 134(c)(2)(D): Improving recruitment, retention, and training of CTE professionals, including underrepresented groups

> *[blank text box]*

6. Section 134(c)(2)(E): Progress Towards Equal Access to CTE Programs for All Students

> *[blank text box]*

7. Section 134(c)(2)(B)(ii): Alignment to Labor Market Information (LMI)

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Question 1 In-Depth: Stakeholder Consultation on the CLNA, Dates, Content, and Membership

Question 1 In-Depth

Section 134(c)(d)(e): Stakeholder Consultation on CLNA, Dates, Content, Membership

What the Perkins V Law Says About Stakeholders in the Needs Assessment Process

In conducting the CLNA under subsection 134(c), and developing the local application described in subsection 134(b), an eligible grant recipient shall involve a diverse body of stakeholders, including, at a minimum—

- 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;

- 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 that the eligible agency may require the eligible grant recipient to consult.

1. **Please indicate the key stakeholders (individuals and groups) involved in the completion of this CLNA:**

2. **List, by name (and optional links to), any other stakeholder groups consulted with (but not directly involved) in the completion of the CLNA:**

3. **Summarize the key stakeholder feedback:**

NOTE: Evidence of stakeholder engagement would include such documentation as meeting agendas, notes, copies of handouts shared, a list of participants (names, institution, title, phone and email) and sign-in sheets. This information should be recorded in Appendix A.

Question 2 In-Depth: Student Performance on Required Performance Indicators

Question 2 In-Depth: Data

Section 134(c)(2)(A): Student Performance on Required Performance Indicators

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 language 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.

1S1: Four-Year Graduation Rate

(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)
2018–19	88.1%	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	☐ YES ☐ NO
2019–20	89.1%	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	☐ YES ☐ NO
2020–21	89.1%	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	☐ YES ☐ NO
2021–22	91.1%	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	☐ YES ☐ NO
2022–23	91.1%	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	☐ YES ☐ NO
Ave.	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	☐ YES ☐ NO

Column Headers:

A. Year
B. State Target
C. District Agreed Target
D. 90 percent of Agreed upon Target
E. All CTE Completers
F. Students with Disabilities
G. Economically Disadvantaged
H. Non-Trads
I. Single Parents
J. Out-Of-Workforce
K. English learners
L. Homeless
M. Foster
N. Parent on Active Duty
O. Goal Met

1S2: Extended Graduation Rate

(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)
2018–19	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	☐ YES ☐ NO
2019–20	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	☐ YES ☐ NO
2020–21	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	☐ YES ☐ NO
2021–22	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	☐ YES ☐ NO
2022–23	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	☐ YES ☐ NO

(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)
Ave.	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	☐ YES ☐ NO

Column Headers:
- A. Year
- B. State Target
- C. District Agreed Target
- D. 90 percent of Agreed upon Target
- E. All CTE Completers
- F. Students with Disabilities
- G. Economically Disadvantaged
- H. Non-Trads
- I. Single Parents
- J. Out-Of-Workforce
- K. English learners
- L. Homeless
- M. Foster
- N. Parent on Active Duty
- O. Goal Met

2S1: Academic Proficiency in Reading Language Arts

(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)
2018–19	60.6%	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	☐ YES ☐ NO
2019–20	62.0%	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	☐ YES ☐ NO
2020–21	62.0%	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	☐ YES ☐ NO

(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)
2021–22	63.4%	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	☐ YES ☐ NO
2022–23	63.4%	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	☐ YES ☐ NO
Ave.	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	☐ YES ☐ NO

Column Headers:
- A. Year
- B. State Target
- C. District Agreed Target
- D. 90 percent of Agreed upon Target
- E. All CTE Completers
- F. Students with Disabilities
- G. Economically Disadvantaged
- H. Non-Trads
- I. Single Parents
- J. Out-Of-Workforce
- K. English learners
- L. Homeless
- M. Foster
- N. Parent on Active Duty
- O. Goal Met

2S2: Academic Proficiency in Mathematics

(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)
2018–19	33.0%	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	☐ YES ☐ NO

(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)
2019–20	34.5%	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	☐ YES ☐ NO
2020–21	34.5%	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	☐ YES ☐ NO
2021–22	36.5%	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	☐ YES ☐ NO
2022–23	36.5%	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	☐ YES ☐ NO
Ave.	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	☐ YES ☐ NO

Column Headers:
- A. Year
- B. State Target
- C. District Agreed Target
- D. 90 percent of Agreed upon Target
- E. All CTE Completers
- F. Students with Disabilities
- G. Economically Disadvantaged
- H. Non-Trads
- I. Single Parents
- J. Out-Of-Workforce
- K. English learners
- L. Homeless
- M. Foster
- N. Parent on Active Duty
- O. Goal Met

2S3: Academic Proficiency in Science

(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)
2018–19	27.7%	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	☐ YES ☐ NO
2019–20	28.2%	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	☐ YES ☐ NO
2020–21	28.2%	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	☐ YES ☐ NO
2021–22	31.2%	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	☐ YES ☐ NO
2022–23	31.2%	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	☐ YES ☐ NO
Ave.	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	☐ YES ☐ NO

Column Headers:
- A. Year
- B. State Target
- C. District Agreed Target
- D. 90 percent of Agreed upon Target
- E. All CTE Completers
- F. Students with Disabilities
- G. Economically Disadvantaged
- H. Non-Trads
- I. Single Parents
- J. Out-Of-Workforce
- K. English learners
- L. Homeless
- M. Foster
- N. Parent on Active Duty

O. Goal Met

3S1: Post Program-Placement

(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)
2018–19	67.2%	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	☐ YES ☐ NO
2019–20	68.0%	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	☐ YES ☐ NO
2020–21	68.0%	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	☐ YES ☐ NO
2021–22	69.4%	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	☐ YES ☐ NO
2022–23	69.4%	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	☐ YES ☐ NO
Ave.	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	☐ YES ☐ NO

Column Headers:
   A. Year
   B. State Target
   C. District Agreed Target
   D. 90 percent of Agreed upon Target
   E. All CTE Completers
   F. Students with Disabilities
   G. Economically Disadvantaged
   H. Non-Trads
   I. Single Parents
   J. Out-Of-Workforce
   K. English learners

L. Homeless
M. Foster
N. Parent on Active Duty
O. Goal Met

4S1: Non-Traditional Program Concentration

(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)
2018–19	20.8%	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	☐ YES ☐ NO
2019–20	20.8%	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	☐ YES ☐ NO
2020–21	20.8%	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	☐ YES ☐ NO
2021–22	21.0%	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	☐ YES ☐ NO
2022–23	21.0%	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	☐ YES ☐ NO
Ave.	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	☐ YES ☐ NO

Column Headers:
A. Year
B. State Target
C. District Agreed Target
D. 90 percent of Agreed upon Target
E. All CTE Completers
F. Students with Disabilities
G. Economically Disadvantaged
H. Non-Trads

    I. Single Parents
    J. Out-Of-Workforce
    K. English learners
    L. Homeless
    M. Foster
    N. Parent on Active Duty
    O. Goal Met

5S1: Program Quality—Attained Recognized Postsecondary Credential

(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)
2018–19	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	☐ YES ☐ NO
2019–20	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	☐ YES ☐ NO
2020–21	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	☐ YES ☐ NO
2021–22	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	☐ YES ☐ NO
2022–23	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	☐ YES ☐ NO
Ave.	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	☐ YES ☐ NO

Column Headers:
    A. Year
    B. State Target
    C. District Agreed Target
    D. 90 Percent of Agreed upon Target
    E. All CTE Completers

F. w/ Disabilities
G. Economically Disadvantaged
H. Non-Trads
I. Single Parents
J. Out-Of-Workforce
K. English learners
L. Homeless
M. Foster
N. Parent on Active Duty
O. Goal Met

5S2: Program Quality—Attained Recognized Postsecondary Credits

(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)
2018–19	21.6%	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	☐ YES ☐ NO
2019–20	23.9%	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	☐ YES ☐ NO
2020–21	23.9%	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	☐ YES ☐ NO
2021–22	26.2%	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	☐ YES ☐ NO
2022–23	26.2%	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	☐ YES ☐ NO
Ave.	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	☐ YES ☐ NO

Column Headers:
A. Year
B. State Target

C. District Agreed Target
D. 90 percent of Agreed upon Target
E. All CTE Completers
F. Students with Disabilities
G. Economically Disadvantaged
H. Non-Trads
I. Single Parents
J. Out-Of-Workforce
K. English learners
L. Homeless
M. Foster
N. Parent on Active Duty
O. Goal Met

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

(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)
2018–19	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	☐ YES ☐ NO
2019–20	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	☐ YES ☐ NO
2020–21	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	☐ YES ☐ NO
2021–22	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	☐ YES ☐ NO
2022–23	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	☐ YES ☐ NO
Ave.	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	☐ YES ☐ NO

Column Headers:
   A. Year
   B. State Target
   C. District Agreed Target
   D. 90 Percent of Agreed upon Target
   E. All CTE Completers
   F. w/ Disabilities
   G. Economically Disadvantaged
   H. Non-Trads
   I.   Single Parents
   J. Out-Of-Workforce
   K. English learners
   L. Homeless
   M. Foster
   N. Parent on Active Duty
   O. Goal Met

5S4: Program Quality—Other[3]

(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)
2018–19	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	☐ YES ☐ NO
2019–20	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	☐ YES ☐ NO
2020–21	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	☐ YES ☐ NO
2021–22	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	☐ YES ☐ NO

3. The Federal Perkins V State Plan Portal will allow an eligible grant recipient to include as many "other program" quality indicators as they choose.

(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)
2022–23	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	☐ YES ☐ NO
Ave.	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	☐ YES ☐ NO

Column Headers:
- A. Year
- B. State Target
- C. District Agreed Target
- D. 90 percent of Agreed upon Target
- E. All CTE Completers
- F. w/ Disabilities
- G. Economically Disadvantaged
- H. Non-Trads
- I. Single Parents
- J. Out-Of-Workforce
- K. English learners
- L. Homeless
- M. Foster
- N. Parent on Active Duty
- O. Goal Met

CTE Enrollment / Completion

(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)
2016–17	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank
2017–18	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank
2018–19	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank

(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)
2019–20	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank
2020–21	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank
2021–22	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank

Column Headers:
  A. Year
  B. All Students Eligible for CTE
  C. All CTE Participants
  D. All CTE Completers
  E. Male (Enrolled/Completed)
  F. Female (Enrolled/Completed) Non-Trads
  G. Students with Disabilities (Enrolled/Completed) Out-Of-Workforce
  H. Economically Disadvantaged (Enrolled/Completed) Homeless
  I. Non-Trads (Enrolled/Completed) Parent on Active Duty
  J. Single Parents (Enrolled/Completed)
  K. Out-Of-Workforce (Enrolled/Completed)
  L. English learners (Enrolled/Completed)
  M. Homeless (Enrolled/Completed)
  N. Foster (Enrolled/Completed)
  O. Parent on Active Duty (Enrolled/Completed)

For this table and for reporting purposes in Perkins V, a "completer" is defined as a student who has completed a high-quality CTE pathway of not less than 300 hours, with a C- or better in the capstone class, and exited secondary education.

Under Perkins V, California defines a "concentrator" as a student who has completed a high-quality CTE pathway of not less than 300 hours, with a C- or better in the capstone class, and exited secondary education.

California's College/Career Readiness Indicator (CCI) tracks graduation cohorts who also meet one or more defined categories. For categories involving CTE completion, the student must have completed a high-quality CTE pathway of not less than 300 hours with a C- or better in the capstone class.

Question 2 In-Depth: Identified Needs

Section 134(c)(2)(A): Student Performance on Required Performance Indicators

1. **What strengths and gaps were identified by the eligible grant recipient's CLNA regarding student performance?**

2. **What subpopulation of students could benefit from additional evidence-based services/supports?**

3. **What priorities is the eligible grant recipient setting to address the gaps or challenges identified for this element that will be presented in the eligible grant recipient's CLNA?**

4. **What new or current partners will support student performance priorities identified?**

5. **What new and/or modified policies, evidence-based activities, or structures must be developed and implemented in order to improve student performance?**

6. **What professional development, resources, or support is needed to recruit and retain special population students in the eligible grant recipient's CTE program?**

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

☐ Eligible grant recipient's secondary student data on…enrollment, concentration, completion and ESSA Mathematics and English Language Arts (ELA) achievement

☐ Eligible grant recipient's postsecondary institution data on enrollment, concentration, completion, or placement.

☐ Disaggregate data on special populations examined in comparison to total CTE population

☐ Other (list/describe):

Question 2 In-Depth: Strategies

Section 134(c)(2)(A): Student Performance on Required Performance Indicators

Directions: Determine the strategies/action steps to reach the aims of Section 134(c)(2)(A) Question 2: Improving Student Performance on Required Performance Indicators.

Use Appendix B: Action Plan for Strategy to provide answers to this section. The CDE recommends no more than three strategies under this question. (One sheet per strategy)

Question 3 In-Depth: Program Size, Scope, and Quality to Meet the Needs of All Students

Question 3 In-Depth: Data

Section 134(c)(2)(B)(i): Program Size, Scope, and Quality to Meet the Needs of All Students

Directions: In addition to the description below, refer to Appendix C: Key questions to ask during the CLNA development process.

California defines size, scope and quality as follows:

- Size:

  - Parameters/resources that affect whether the program can adequately address student-learning outcomes.

  - Are there enough students entering each pathway and continuing in each pathway to run at least one section of the capstone without double-rostering (having both the concentrator course and the capstone course in the same class during the same period taught by the same teacher)?

    - For an averaged sized school, double-rostering can only be used as a temporary tool, for example, for one year as a new program is growing or an old program is closing.

    - For a very small school, it can be appropriate to use double-rostering as a permanent solution.

- Scope:

  - Programs of Study are part of working toward inclusion within a clearly defined career pathway that includes multiple entry and exit points.

  - Each pathway covers all of the CTE Model Curriculum Standards of its pathway.

  - Each pathway explores all aspects of its industry sector.

  - Each pathway prepares students with industry-specific knowledge and skills for entry-level employment in its industry sector or for continued study towards the same purpose.

- Quality:

  - A program must meet two 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 the CLNA

  - Each pathway must be a coherent, non-duplicative series of courses of not less than 300 hours.

    - Do counselors defend the coherence of a CTE pathway the same as a foreign language or math series?

    - Is the completion of one course in a series a prerequisite for success in the next course?

A suggested activity to test both "size" in "size, scope, & quality" and the "coherence" in "a coherent, non-duplicative series of courses of not less than 300 hours," is to print out the attendance rosters (redact names but include the grade level of each student) for every section of every course in a pathway and line them up by introductory course, concentrator course, and capstone course.

Based on the data (table 1 and Appendix D, E, or F) provide a local CTE program summary analysis for each CTE program offering that includes analyses of: strength(s), weakness(es), challenges, and opportunities.

Local CTE Program Summary Analysis

Description	2019–20	2018–19	2017–18	2016–17
# of Students Enrolled				
Minimum Class Size				
# of Dual Enrollment				
# of CTE Teachers				
# of CTE Pathways				
# of Articulations				
# of Students in Off-Site Paid WBL				
# of Students in Off-Site Unpaid WBL				
# of Industry Recognized Credentials Awarded				
# of Classes Aligned w/ Industry				
# of Apprenticeships				
# of Completers Employed in Sector of Study				

Question 3 In-Depth: Identified Needs

Section 134(c)(2)(B)(i): Program Size, Scope, and Quality to Meet the Needs of All Students

Directions: Use Appendix D, E, and /or F to gather data.

1. **What strengths and gaps were identified by the eligible grant recipient's CLNA regarding size, scope, and quality?**

2. **What priorities were identified to enhance program size, scope, and quality during the CLNA process that will be included in the eligible grant recipient's local application?**

3. **What new and/or modified policies, activities, or structures must be developed and implemented?**

4. **What professional development, resources, or support is required to enhance program size, scope, and quality?**

5. **What changes might be made to career exploration/guidance to improve program size, scope, and quality?**

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):

Question 3 In-Depth: Strategies

Section 134(c)(2)(B)(i): Program Size, Scope, and Quality to Meet the Needs of All Students

Directions: Determine the strategies/action steps to reach the aims of Section 134(c)(2)(B)(i) as represented by Question 3: Program Size, Scope, and Quality to Meet the Needs of All Students.

Use Appendix B: Action plan for strategy to provide answers to this section. The CDE recommends no more than three strategies under this element. (One sheet per strategy).

Question 4 In-Depth: Progress Towards Implementation of CTE Programs of Study

Question 4 In-Depth: Data

Section 134(c)(2)(C): Progress Towards Implementation of CTE Programs of Study

What is a "Program of Study?"

Perkins V Section 3 Paragraph 41:

> PROGRAM OF STUDY. —The term 'program of study' means a coordinated, non-duplicative 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 and 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.

Broadly, a program of study answers the question, "When a student completes an eligible grant recipient's high quality CTE pathway, what does he/she do over the next two years to be qualified for entry-level employment in their industry sector?"

For the purposes of meeting minimum requirements under the Perkins V law, California defines this more specifically:

A pathway that meets all of the requirements of a high-quality CTE program as defined by California's Federal Perkins V State Plan (formerly the "2008-2012 California State

Plan for Career Technical Education"), and has a credit transfer agreement[4] with a local community college, is a complete "program of study."

Ultimately, the test is that if a student who completes the high school pathway starts further along in the local community college's sequence than a student who hasn't, and if that is formalized in a written agreement, then the eligible grant recipient is meeting the requirement of a program of study.

Keep in mind that a program of study, that is further (postsecondary) study in the same sector, serves the same purpose as the secondary pathway itself: that is, that students in the pathway may continue to study in the same sector in order to gain the knowledge, skills or industry-recognized credentials for entry-level employment in their sector, especially those knowledge, skills, or industry-recognized credentials not available to minors/high school-age students.

NOTE: Refer back to the data collected for Question 3 In-Depth: Size, Scope, and Quality to answer the following questions.

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4. It can be any form of a credit transfer agreement, including but not limited to an articulation agreement, or dual enrollment agreement, concurrent enrollment agreement, or equivalent.

Programs of Study & Credit Transfer Agreements

1. **How many pathways and which pathways are a complete program of study as defined above?**

2. **How has this number changed over time?**

3. **How can it be increased in the future?**

4. **For each pathway that is a complete program of study, what percentage of students are taking advantage of the credit transfer agreements with the local community college?**

What is an "Industry-Recognized Credential?"

To answer the broader question presented by the idea of a program of study, it is still important to think about industry-recognized credentials.

An industry-recognized credential passes this test:

- If someone were to quit their job, what certification would they earn to prove they have the skill to get a job in the industry sector of their choice?

- The industry-recognized credential is valued by the employers of an industry sector, and its value is independent of educators' opinion of them.

- Some industry-recognized credentials are valued locally, regionally, but ideally, nationally.

- There is a continuum, from "third-party assessment" which holds educational value but are not valued by an industry sector, to truly industry-recognized as described above.

Programs of Study and Industry-Recognized Credentials

NOTE: Refer back to the data collected for Question 3 In-Depth: Size, Scope, and Quality to answer the following questions.

1. **How many pathways and which pathways offer an opportunity for its students to earn an industry-recognized credential? Is each recognized locally, regionally, or nationally?**

2. **How has this number changed over time?**

3. **How can it be increased in the future?**

4. **For each pathway that offers an industry-recognized credential, what percentage of the students taking the test obtain the credential?**

5. **How many pathways and which pathways offer an opportunity for its students to take a third-party assessment?**

6. **Are scores rising, falling, or holding steady year-over-year?**

Question 4 In-Depth: Identified Needs

Section 134(c)(2)(C): Progress Towards Implementation of CTE Programs of Study

1. **What strengths and gaps were identified by the eligible grant recipient's CLNA regarding CTE programs of study?**

2. **What priorities have been identified in the CLNA process to address gaps or deficits in CTE programs of study?**

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 with regard to CTE programs of study?**

4. **What professional development, resources, or support is needed to enhance the structure of and enhance student opportunity to progress within a CTE program of study?**

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

☐ Consortium member data

☐ Projected employment needs by cluster

☐ DEED/Workforce data

☐ Other (list/describe):

Question 4 In-Depth: Strategies

Section 134(c)(2)(C): Progress Towards Implementation of CTE Programs of Study

Directions: Determine the strategies/action steps to reach the aims of Section 134(c)(2)(C) as represented by Question 4: Progress Towards Implementation of CTE Programs of Study.

Use Appendix B: Action plan for strategy to provide answers to this section. The CDE recommends no more than three strategies under this element. (One sheet per strategy).

Question 5 In-Depth: Improving Recruitment, Retention, Training, Including Underrepresented Groups

Question 5 In-Depth: Data

Section 134(c)(2)(D): Improving Recruitment, Retention, Training of CTE Professionals, Including from Underrepresented[5] Groups

For the purposes of the Perkins V grant and California's Federal Perkins V State Plan (formerly the "2008-2012 California State Plan for Career Technical Education"), not all professional development activities are created equal. The kind of professional development that is fundable with Perkins V dollars are industry specific, i.e., primarily designed for and attended by members of the industry sector, and not educators.

However, professional development that is CTE specific, but not industry specific, and designed to be primarily attended by educators, is also fundable; for example, the annual Educating for Careers Conference.

With the exception of project-based learning, a professional development training or conference that makes someone a better teacher independent of the subject they are teaching is important but not fundable with Perkins V funds.

NOTE: Use the CTE Teacher Matrix linked in Section 4 of the eligible grant recipient's online Perkins V Application in PGMS, the eligible grant recipient's human resource's office, and the eligible grant recipient's records of professional development to answer the following questions.

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

Recruitment:

1. **What structures does the eligible grant recipient have in place to create a recruitment pipeline so that high quality CTE teachers with both a CTE eligible credential and industry experience are available as needed?**

2. **What elements of those structures will help to recruit new teachers from underrepresented groups?**

Retention:

3. **What is the average tenure of CTE teachers compared to non-CTE teachers in the eligible grant recipient's institution? For those from underrepresented groups?**

4. **How might the eligible grant recipient improve the length of tenure of CTE teachers in their program? For teachers from underrepresented groups?**

Training:

5. **What percentage of the eligible grant recipient's CTE teachers are attending industry-specific trainings on an annual basis, for example a paid or unpaid externship? For teachers from underrepresented groups?**

6. **What percentage of the eligible grant recipient's CTE teachers are attending CTE-specific professional development on an annual basis? For teachers from underrepresented groups?**

7. **What site-based teacher-support structures does the eligible grant recipient have in place to increase CTE teachers' traditional educational and pedagogical skills? For teachers from underrepresented groups?**

Question 5 In-Depth: Identified Needs

Section 134(c)(2)(D): Improving Recruitment, Retention, Training of CTE Professionals, Including from Underrepresented Groups

1. **What strengths and gaps were identified by the eligible grant recipient's CLNA 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?**

3. **What new and/or modified policies, activities or structures must be developed and implemented?**

4. **What professional development, resources, or supports are needed to improve consortium performance on recruitment, retention and training of CTE professionals?**

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):

Question 5 In-Depth: Strategies

Section 134(c)(2)(D): Improving Recruitment, Retention, Training of CTE Professionals, Including from Underrepresented Groups

Directions: Determine the strategies/action steps to reach the aims of Section 134(c)(2)(D) as represented by Question 5: Improving Recruitment, Retention, and Training of CTE Professionals, Including from Underrepresented Groups.

Use Appendix B: Action plan for strategy to provide answers to this section. The CDE recommends no more than three strategies under this element. (One sheet per strategy)

Question 6 In-Depth: Progress Towards Equal Access to CTE Programs for All Students

Question 6 In-Depth: Identified Needs

Section 134(c)(2)(E): Progress Towards Equal Access to CTE Programs for All Students

NOTE: To answer the questions from this section, review the eligible grant recipient's data documented in Question 2 In-Depth: Student Performance on Required Performance Indicators.

1. **What strengths and gaps were identified by the eligible grant recipient's CLNA regarding equal access to CTE programs for all students?**

2. **What priorities regarding equal access for all students were uncovered in the CLNA?**

3. **What new and/or modified policies, activities, or structures must be developed and implemented?**

4. **What professional development, resources, or supports are needed to improve equal access to CTE programs for all students?**

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

☐ Consortium member data

☐ Regional/State demographics

☐ Disaggregate data on special populations examined in comparison to total CTE population

☐ Results from NAPE Equity self-assessment

☐ Local Equity & Inclusion Plan

☐ Other (list/describe):

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Question 6 In-Depth: Strategies

Section 134(c)(2)(E): Progress Towards Equal Access to CTE Programs for All Students

Directions: Determine the strategies/action steps to reach the aims of Section 134(c)(2)(E) as represented by Question 6: Progress Towards Equal Access to CTE Programs for All.

Use Appendix B: Action plan for strategy to provide answers to this section. The CDE recommends no more than three strategies under this element. (One sheet per strategy).

Question 7 In-Depth: Alignment to Labor Market Information

Question 7 In-Depth: Identified Needs

Section 134(c)(2)(B)(ii): Alignment to Labor Market Information (LMI)

NOTE: To answer the questions from this section, review the eligible grant recipient's data from Question 1 In-Depth: Stakeholder Consultation on CLNA, Dates, Content, Membership, as well as the eligible grant recipient's own records, handouts, minutes, etc. from their most recent district-wide CTE advisory committee meeting or Stakeholder Consultation meeting.

1. **What strengths and gaps were identified by the eligible grant recipient's CLNA regarding LMI?**

2. **What priorities regarding were uncovered in the LMI?**

3. **What new and/or modified policies, activities, or structures must be developed and implemented in response to the LMI?**

4. **What professional development, resources, or support is needed to improve data driven decision-making using LMI?**

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

☐ Consortium member data

☐ Regional/State demographics

☐ Disaggregate data on special populations examined in comparison to total CTE population

☐ Results from NAPE Equity self-assessment

☐ Local Equity & Inclusion Plan

☐ Other (list/describe):

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Question 7 In-Depth: Strategies

Section 134(c)(2)(B)(ii): Alignment to Labor Market Information (LMI)

Directions: Determine the strategies/action steps to reach the aims of Section 134(c)(2)(B)(ii) as represented in Question 7: Alignment to Labor Market Information (LMI).

Use Appendix B: Action plan for strategy to provide answers to this section. The CDE recommends no more than three strategies under this element. (One sheet per strategy).

Coordination Strategy

Use the following questions to develop an ongoing strategy, process, or mechanism to ensure the CLNA is used, with fidelity, to inform local and regional planning and decision-making.

1. **What went well in the eligible grant recipient's 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 the eligible grant recipient take to engage them?**

4. **What other initiatives can be leveraged and aligned across sectors to make this work successful?**

5. **How will the eligible grant recipient build connections to and through those other initiatives?**

6. **On what established schedule will the eligible grant recipient continue to meet and work together?**

7. **How will the eligible grant recipient demonstrate collective commitment to on-going engagement in this work?**

CLNA Review and Affirmation

I have reviewed this CLNA document and confirm, to the best of my knowledge, that it is complete and meets the requirements set forth in Perkins V.

_____

_____
Eligible Grant Recipient's Advisory/Stakeholder Chair—Printed Name

_____
Eligible Grant Recipient's Advisory/Stakeholder Chair —Signature

_____
Date

_____

_____
Eligible Grant Recipient's Perkins Coordinator—Printed Name

_____
Eligible Grant Recipient's Perkins Coordinator—Signature

_____
Date

California Department of Education, Posted May 2020