Comprehensive Local Needs Assessment
Regional Guide

Contents

OVERVIEW

Purpose & Intent:

- Foundation of Perkins V planning and implementation
- Completed every two years
- Results should drive local application development and all future spending decisions for the two-year period
- One per District

Core Components:

Required Elements

Institutions must evaluate, in <u>consultation with a diverse range of stakeholders</u>, how overall CTE offerings measure up on:

1. Performance on federal accountability indicators
2. Alignment to labor market needs
3. Scope, size, and quality of programs offered
4. Progress toward implementing programs and programs of study
5. Recruitment, retention, and training of faculty and staff
6. Progress toward improving access and equity

Special Populations

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

Within the needs assessment, specific focus on these special populations shall include:

- an evaluation of the performance of special populations on the performance measures;
- an evaluation of strategies to overcome barriers that results in lower access to, or performance gaps in, the courses and programs for special populations;
- programs that are designed to enable special populations to meet the local levels of performance;

- and provide activities to prepare special populations for high skill, high wage, or in-demand occupations that will lead to self-sufficiency.

Consultation with "a diverse body of stakeholders"

The law names, at minimum, the following seven participant groups who should be engaged in the initial needs assessment, local application development, and ongoing consultation:

1. CTE program representatives at the secondary and postsecondary levels, including teachers, faculty, administrators, career guidance and advisement professionals, and other staff
2. State or local workforce development board representatives
3. Representatives from a range of local businesses and industries
4. Parents and students
5. Representatives of special populations
6. Representatives from agencies serving at-risk, homeless and out-of-school youth
7. Representatives from Indian Tribes or Tribal organizations, where applicable

Timeline

The following timeline is based on CCCCO guidance as communicated and confirmed by the CCCCO assigned regional monitor for Perkins.

March 15, 2022	Local Application Opens in NOVA
May 15, 2022	**CLNA due in NOVA by 5pm**
May 15, 2022	2022-2023 Local Application due in NOVA by 5pm
July 1, 2022	Perkins 2022-23 Title I-C grants become effective

STATE GUIDANCE

The CCCCO released a reporting framework in early February 2022. The State is not requiring use of this framework, but is highly recommending its use.

Link to the CCCCO CLNA Reporting Framework

The San Diego Imperial County Regional Consortia recommends using this reporting framework.

SUBMITTING YOUR CLNA

Required NOVA Narrative Questions

Summary Narrative

The below information is based on the 2020 NOVA requirements; As of December 2021, the State said that no changes will be made to these questions. These questions appear in the State Reporting Guide.

Summarize the specific insight gained in the needs assessment related to each required element.
1. *Provide a summary of Student Performance on Required Performance Indicators (Disaggregated)*
2. *Provide a summary of Program Size, Scope, and Quality to meet the needs of all Students*
3. *Provide a summary of Progress Towards Implementation of CTE Programs of Study*
4. *Provide a summary of Improving recruitment, retention, and training of CTE professionals, including underrepresented groups*
5. *Provide a summary of Progress towards equal access to CTE programs for all students*
6. *Provide a summary of Alignment of programs to Labor Market Information (LMI)*

Institutions may want to consider included their strategies within these narrative responses.

Coordination Strategy Narrative

The below information is based on the 2020 NOVA requirements; As of December 2021, the State said that no changes will be made to these questions. These questions appear in the State Reporting Guide.

Institutions will develop an ongoing strategy, process, or mechanism(s) to ensure the need assessment is used, with fidelity, to inform local planning and decision-making. Required questions include:
1. *What went well in your 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 you take to engage them?*
4. *What other initiatives can be leveraged and aligned across sectors to make this work successful?*
5. *How will you build connections to and through those other initiatives?*
6. *On what established schedule will you continue to meet and work together?*
7. *How will you demonstrate collective commitment to ongoing engagement in this work?*

PDF of your CLNA

As of 2020, the CCCCO requires each district to upload of their CLNA in pdf format into NOVA.

Institutions are encouraged to use the CCCCO CLNA Reporting Framework released in February 2022. This reporting framework meets all required elements.

Required Elements

Your PDF should include, at minimum:

1. Priorities and Strategies identified for each required element – one to five per element
2. Action Plans for each priority and strategy identified per required element. Action plans should include:
   o A list of responsible parties – lead roles, departments, etc.
   o Specific data elements that informed the strategy identified
   o Timeline
   o Other institutional initiatives, regional initiatives, state or federal funds, etc. that may be leveraged to support the strategy (if applicable)
3. Membership Stakeholder List(s) – In 2020, the State provided an optional template; The 2022-23 Reporting Framework includes a place to list names.

Recommended Elements

The following are recommended elements. Including these may strengthen your institution's documentation and maintenance of records. While these are not technically required, they are included in the CCCCO 2022-23 CLNA Reporting Framework.

- Include the responses to the required CLNA Summary narrative questions and the Coordination Strategy narrative questions. These are both required elements within NOVA. Including them in your actual CLNA PDF may be helpful for your local record management.
- Narrative on Local Planning Team Process – Institutions are encouraged to include a statement on how your local planning team / engagement with stakeholders is managed, convened, frequency, etc.
- Narrative on Stakeholder Engagement and Feedback – Institutions are encouraged to include a statement on how the stakeholder groups (as outlined within consultation requirements) were engaged during the needs assessment and provide a summary of key stakeholder feedback.
- For each required element, in addition to the required strategies and action plan elements, institutions are encouraged to include a summary of observations made from data review(s), including strengths and gaps, identification of specific subpopulations of students that were identified in the data that could benefit from interventions, and constituent engagement activities – *this is an opportunity to document/summarize observations made throughout process*
- Regional Consultation Model – institutions are encouraged to include a copy of this model (if utilized locally). See resource section for a copy of the model.

- A statement regarding your institution's participation in the Comprehensive Regional Needs Assessment. Depending on your institution's local processes and participation, the following text may be appropriate for use:

  > _COLLEGE NAME integrated the 2022 San Diego Imperial County Regional Comprehensive Regional Needs Assessment Report within local CLNA planning processes. College representatives participated in the planning and design of the report. The final report was distributed internally and meeting(s) were held to review and discuss findings with key stakeholders. Report findings were considered throughout our institution's local CLNA process._

Outline

Institutions are encouraged to use the CCCCO [CLNA Reporting Framework](#) released in February 2022.

For institutions not wanting to use the State's recommended CLNA reporting framework: Institutions may want to consider using the following outline to organize their CLNA PDF materials. This outline is a combination of required and recommended materials.

    I. Cover page
    II. CLNA Overview Summary Narrative Responses
    III. Narrative on Local Planning Team and CLNA Processes
    IV. Participation in Regional CLNA statement
    V. Narrative on Stakeholder Engagement & Feedback
    VI. Membership Stakeholder List(s)
    VII. Regional Consultation Model
    VIII – XIII. Required CLNA elements 1 – 6
        For each element:
- Title of element
- Data Reviewed - Description (or list) of data reviewed
- Observations made from data review and constituent engagement activities (strengths/weaknesses, etc.)
- Priorities & Strategies Identified (one to five per element)
- Action plan for strategies:
  - Responsible parties – lead roles, departments, etc.
  - Specific data elements that informed the strategy identified
  - Timeline
  - Other institutional initiatives, regional initiatives, state or federal funds, etc. that may be leveraged to support the strategy (if applicable)

    XIV. Coordination Strategy Narrative Responses

DOCUMENTATION – BEING AUDIT READY

Based on general Perkins requirements, the following materials are recommended to be held on file within each institution:

- Process documentation for local needs assessment
- Documentation of data collected and reports reviewed for required CLNA elements 1-6
- Documentation of stakeholder feedback
- Meeting agendas and minutes from CLNA (stakeholder engagement meetings, data review discussions, planning team meetings, etc.)
- Career education program advisory committee meeting minutes
- Career education program advisory committee membership lists
- Data reviewed regarding program size, scope and quality for all Perkins funded programs
- Regional Comprehensive Needs Assessment Report(s)
- Regional Consultation Model (if applicable) – During the fall 2019 semester, in response to Perkins V required expanded consultation, a regional consultation model was proposed for stakeholder engagement. Institutions may choose to leverage this model to streamline stakeholder engagement. This regional model is not required. Regional model included within Resources & Materials section.

PLANNING & PREPARATION

Recommended Data, Materials, and Key Questions by Element

The following information is organized by required element as outlined within the Perkins V act. Within each element, recommended materials to review, questions to ask, etc. are provided.

Student Performance

Review student performance and engage stakeholders within this review.

Recommended Materials to be Reviewed (recommended by the 2019 ACTE CLNA Guide and the CCCCO Appendix C Key Questions to Ask distributed fall 2021): Perkins performance data for the past several years. When possible, data reviewed should be aggregated and disaggregated by CTE program and subpopulation groups.

Where do I get the data?
Perkins V Core Indicator Reports Perkins IV Core Indicator Reports Institutions are encouraged to utilize the core indicator reports to create and review 5 year summary comparisons of core indicator data at the college and program levels. Institutions are also encouraged to review their historical agreed upon and actual performance levels across current and past core indicators. This information may be available in your local Perkins records or within your online Perkins submissions.

Recommended Questions to Ask (recommended by the 2019 ACTE CLNA Guide and the CCCCO Appendix C Key Questions to Ask distributed fall 2021):
1. How are students in CTE programs performing on federal accountability indicators in comparison to non- CTE students?
2. How are students from special populations performing in CTE programs in comparison to students without identified special needs?
3. How are students from different genders, races and ethnicities performing in CTE programs? Which groups of students are struggling the most in CTE programs?
4. Where do the biggest gaps in performance exist between subgroups of students?
5. Which CTE programs overall have the highest outcomes, and which have the lowest?
6. Are there certain CTE programs where special populations are performing above average? Below average?
7. What are the potential root causes of inequities in CTE programs?

Recommended Data Review Questions to Inform Planning (recommended by the CCCCO Appendix C Key Questions to Ask distributed fall 2021):
1. What strengths and gaps were identified by your needs assessment regarding student performance?
2. What subpopulation of students could benefit from additional evidence-based

services/supports?
3. What priorities are you setting to address the gaps or challenges identified for this element that will be presented in your local application?
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?

Program Size, Scope, and Quality to meet the needs of all Students

Review career education program size, scope, and quality, and engage stakeholders within this review.

California defines size, scope and quality as follows:

- ***Size:*** *Parameters/resources that affect whether the program can adequately address student-learning outcomes.*
- ***Scope****: Programs of Study are part of or working toward inclusion within a clearly defined career pathway with multiple entry and exit points.*
- ***Quality:*** *A program must meet two out 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 comprehensive local needs assessment.*

Institutions are encouraged to review data for all career education programs within the institution, including size, scope, and quality and engage stakeholders within this review. At minimum, evidence should be available that all Perkins funded programs were evaluated.

Institutions are encouraged to look across program-specific data and explore institution-wide strengths, weaknesses, challenges, and opportunities across their career education programs and services.

Recommended Materials to be Reviewed (recommended by the 2019 ACTE CLNA Guide and the CCCCO Appendix C Key Questions to Ask distributed fall 2021):
Size:
- Total number of program areas, and number of courses within each program area
- Total number of students who could be served by the eligible recipient, aggregate and disaggregated

- CTE participant and concentrator enrollments for the past several years, aggregate and disaggregated
- CTE course enrollments for the past several years
- Number of students applying to your programs, if applicable
- Number of students on waiting lists, if applicable
- Survey results assessing student interest in particular CTE programs

Scope:
- Documentation of course sequences and aligned curriculum
- Credit transfer agreements
- Data on student retention and transition to postsecondary education within the program of study
- Descriptions of dual/concurrent enrollment programs and data on student participation
- Data on student attainment of credentials and articulated credit
- Curriculum standards that show depth and breadth of programs
- Opportunities for extended learning within and across programs of study

Quality:
- A wide variety of materials can inform this evaluation. It may be appropriate to consult curriculum standards and frameworks, lesson plans, assessments, partnership communications and engagement activities, safety requirements, work-based learning procedures, CTSO activities and alignment, data collection mechanisms and program improvement processes.

Where do I get the data?

Institutions are encouraged to utilize college-specific program data. This may include materials from program review, special requests from your local research office, etc.

The San Diego County Program Fact Sheets dashboard developed in Summer 2021 by the Centers of Excellence and based on college submitted SOC and TOP code information may also be useful. The SOC and TOP code information was collected in January/February of 2021.

Recommended Questions to Ask (recommended by the 2019 ACTE CLNA Guide and the CCCCO Appendix C Key Questions to Ask distributed fall 2021):
1. Is the college offering programs in which students are choosing to enroll?
2. Is the college offering programs with too low an enrollment to justify the costs in offering those programs?
3. Is the college offering a sufficient number of courses, and course sections, within programs?
4. Are there students who want to enroll in CTE programs who are unable to do so?
5. Can students complete a program of study at their local institution and others in the service area?
6. Do some of the programs offer more opportunities for skill development than others, both in the classroom/laboratory and through extended learning experiences?

7. How do CTE programs compare to a set of quality standards developed by my State or by a relevant third party?
8. How do specific program areas compare in quality?
9. How do specific components of CTE programs, such as work-based learning or instruction, compare in quality?

Recommended Program Summaries and Program SWOT Analysis: In 2020, the State encouraged to develop program summaries, based on available data, that include an analysis of each programs strength(s), weakness(es), challenges, and opportunities. Institutions were encouraged, to consider exploring the following elements, facilitating program level discussions and providing three to five-year historical data where possible:

- K12 pathway alignment and partnerships – curricular alignment, dual enrollment, CCAP, articulation, outreach events, and partnerships
- 4 year university pathways alignment and partnerships – articulation, outreach, curricular alignment
- Career pathways – occupational pathways in an out of the program
- Work Based Learning opportunities for students including internships, career exploration, employer speakers, tours, etc.
- Advisory Committee membership – a review of industry representatives engaged with program and course improvements

Recommended data to compile and review across career education programs (provided by the State): See Appendix D and Appendix E provided by the State in 2020.

Recommended Data Review Questions to Inform Planning (provided by the CCCCO Appendix C Key Questions to Ask distributed fall 2021):
1. What strengths and gaps were identified by your needs assessment regarding size, cope, and quality?
2. What priorities were identified to enhance program size, scope, and quality during the needs assessment process that will be included in your 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?

Progress towards Implementation of CTE Programs of Study/Career Pathways

Review your institutions progress toward implementation of CTE Programs of Student/Career Pathways and engage stakeholders within this review.

Institutions are encouraged to look at data within programs as well as across programs.

Recommended Materials to be Reviewed (recommended by the 2019 ACTE CLNA Guide and the CCCCO Appendix C Key Questions to Ask distributed fall 2021):
- Documentation of course sequences and aligned curriculum
- Curriculum standards for academic, technical and employability skills
- Credit transfer agreements
- Data on student retention and transition to postsecondary education within the program of study
- Descriptions of dual/concurrent enrollment programs and data on student participation
- Data on student attainment of credentials and articulated credit

Where do I get the data?
Institutions are encouraged to utilize local college-specific data and documentation. Special requests to your local research office may be needed.

Recommended Questions to Ask (recommended by the 2019 ACTE CLNA Guide and the CCCCO Appendix C Key Questions to Ask distributed fall 2021):
1. How fully are CTE programs aligned and articulated across secondary and postsecondary education?
2. Do CTE programs incorporate relevant academic, technical and employability skills at every learner level?
3. Do I have credit transfer agreements in place to help students earn and articulate credit?
4. Are students being retained in the same program of study?
5. Do students in the programs of study have multiple entry and exit points?
6. Are students in CTE programs earning recognized postsecondary credentials? Which ones?
7. Are secondary students in CTE programs earning dual/concurrent enrollment credit?

Recommended Data Review Questions to Inform Planning (recommended by the CCCCO Appendix C Key Questions to Ask distributed fall 2021):
1. What strengths and gaps were identified by your needs assessment regarding CTE?
2. What priorities have been identified in the needs assessment process to address gaps or deficits in CTE?
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?

4. What professional development, resources, or support is needed to enhance the structure of and enhance student opportunity to progress within a CTE?
5. What professional development, resources, or support is needed to recruit and retain special population students in your CTE?

Improving recruitment, retention, and training of CTE professionals, including underrepresented groups

Review your recruitment, retention, and training of CTE professionals and engage stakeholders within this review.

Institutions are encouraged to look at staffing within programs as well as across programs.

Recommended Materials to be Reviewed (recommended by the 2019 ACTE CLNA Guide and the CCCCO Appendix C Key Questions to Ask distributed fall 2021):
*   State and/or local policies on educator certification and licensing
*   Data on faculty, staff, administrator and counselor preparation; credentials; salaries and benefits; and demographics
*   Description of recruitment and retention processes
*   Descriptions of professional development, mentoring, and externship opportunities
*   Data on educator participation in professional development, mentoring, and externship
*   Findings from teacher evaluations
*   Findings from surveys/focus groups of educators' needs and preferences
*   Data on educator and staff retention
*   Information about teacher shortage areas and projections of future staffing needs

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Where do I get the data?

Institutions are encouraged to utilize local college-specific data and documentation including your institution-wide strategic plan. Special requests to your local research office may be needed. For faculty and staff data, special requests to your HR offices may be needed.

Recommended Questions to Ask (recommended by the 2019 ACTE CLNA Guide and the CCCCO Appendix C Key Questions to Ask distributed fall 2021):
1. How diverse is staff? Does it reflect the demographic makeup of the student body?
2. What processes are in place to recruit and induct new teachers and staff? Are these processes efficient and effective, especially for teachers coming from industry?
3. Are all the educators teaching CTE programs adequately credentialed?
4. Do college offer regular, substantive professional development opportunities?
5. What professional development offerings are most highly rated by

participating staff?
6. What do educators report as needs and preferences for professional development, benefits and supports?
7. In what subject areas do I need to develop or recruit more educators?

Recommended Data Review Questions to Inform Planning (recommended by the CCCCO Appendix C Key Questions to Ask distributed fall 2021):
1. What strengths and gaps were identified by your needs assessment 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 support is needed to improve consortium performance on recruitment, retention and training of CTE professionals?

Progress towards equal access to CTE programs for all students

Review your progress towards equal access to CTE programs for all students and engage stakeholders within this review.

Institutions are encouraged to assess disproportionate impact at the program level and across programs whenever possible.

Recommended Materials to be Reviewed (recommended by the 2019 ACTE CLNA Guide and the CCCCO Appendix C Key Questions to Ask distributed fall 2021):
- Promotional materials
- Recruitment activities for special populations
- Career guidance activities for special populations
- Processes for providing accommodations, modifications and supportive services for special populations
- Information on accelerated credit and credentials available for special populations
- Procedures for work-based learning for special populations
- Data on participation and performance for students from special populations
- Findings from the root causes and strategies analysis from the Student Performance component
- Findings from surveys/focus groups with students, parents (if applicable) and community organizations that represent special populations

Recommended Questions to Ask (recommended by the 2019 ACTE CLNA Guide and the CCCCO Appendix C Key Questions to Ask distributed fall 2021):
1. Which population groups are underrepresented in your CTE programs overall, and in particular program areas? Overrepresented?
2. Are there additional enrollment discrepancies related to highwage, high-skill

occupations?

3. What barriers currently exist that prevent special population groups from accessing your programs?
4. How are special population groups performing in your programs?
5. What accommodations, modifications and supportive services do you currently provide to ensure the success of special population groups? Which ones are most effective? Which ones are underutilized?
6. What additional accommodations, modifications and supportive services would help ensure access and equity for all students within your programs?

Where do I get the data?

Institutions are encouraged to utilize local college-specific data and documentation including policies and procedures, equity reports, and disproportionate impact studies. Suggestions include local equity plans, strategic goals, and environmental scans.

The State recommends the use of Perkins Core Indicators (see the recommended data review questions to inform planning section on the following page) and the Vision for Success goals.

Statewide reports may also be appropriate:
- Recover with Equity: Roadmap for Higher Education
  - Summary of Recovery with Equity: Roadmap for Higher Education After the Pandemic
  - Recovery Framework
  - Full report
- JSPAC resources and publications
- The Campaign for College Opportunity Reports and Publications

Recommended Data Review Questions to Inform Planning (provided by the State):
- Review student performance data from core indicators and ask
  1. What strengths and gaps were identified by our needs assessment regarding equal access to CTE programs for all students?
  2. What priorities regarding equal access for all students were uncovered in the needs assessment?
  3. What new and/or modified policies, activities, or structures must be developed and implemented?
  4. What professional development, resources, or support is needed to improve equal access to CTE programs for all students?

Alignment to Labor Market Information (LMI)
Review labor market information and engage stakeholders within this review.

Example Materials to be Review (recommended by the 2019 ACTE CLNA Guide and the CCCCO Appendix C Key Questions to Ask distributed fall 2021):
- Results of any available gap analysis on educational outcomes and employment needs (from the State or separately commissioned)

- State- and local-defined lists of in-demand industry sectors and/or occupations State and local LMI
- Real-time job postings data from online search engines, possibly with analytics support from a data firm
- Input from business and industry representatives, with particular reference to opportunities for special populations
- Alumni employment and earnings outcomes from a state workforce agency or state longitudinal data system, or findings from a follow-up survey of alumni

Where do I get the data?

Institutions are encouraged to leverage previously requested LMI reports, institution-specific CTE Biennial Review data, local college-specific data and reports, and regional sector reports.

- Regional LMI Reports posted to the My Workforce Connection website.
- San Diego Imperial Counties Regional Center for Excellence in Labor Market Information
- Subregional Labor Market Profiles - The San Diego-Imperial COE recently published subregional labor market profiles for San Diego County. The profiles highlight key labor market information (e.g., demographics, industries, businesses, occupations) in:
  - South Region Subregional Profile, May 2019
  - North Region Subregional Profile, May 2019
  - East Region Subregional Profile, May 2019
  - Central Region Subregional Profile, May 2019
  - Imperial County
- Resilient Jobs Reports
  - COE August 2020 Report
  - COE March 2021 Report Update
  - August 2020 Summary - SDCCD Specific (Educational Services Summary)

Recommended Questions to Ask (recommended by the 2019 ACTE CLNA Guide and the CCCCO Appendix C Key Questions to Ask distributed fall 2021):
1. Are CTE program offerings broad enough to expose students to all the in-demand industry sectors or occupations in my region?
2. What industries are projected to grow the most in my local area? What occupations?
3. How do CTE program enrollments match projected job openings? Where are the biggest gaps?
4. What are the emerging occupations in the area to which students should be exposed?
5. What skill needs have industry partners identified as lacking in my programs?
6. Which graduates of CTE programs are thriving in the labor market, and why?
7. What opportunities exist in local labor market for students with disabilities, English learners or other special populations?

Recommended Data Review Questions to Inform Planning (recommended by the CCCCO Appendix C Key Questions to Ask distributed fall 2021):
1. What strengths and gaps were identified by your needs assessment regarding Labor Market Information (LMI)?

2. What priorities regarding were uncovered in the Labor Market Information (LMI)?
3. What new and/or modified policies, activities, or structures must be developed and   implemented in response to the Labor Market Information (LMI)?
4. What professional development, resources, or support is needed to improve data-driven   decision-making using Labor Market Information (LMI)?

Using Funding to Drive Local Application

Perkins V Section 134(b)(1) and (2) (b) Contents.—The eligible agency shall determine the requirements for local applications, except that each local application shall contain— (1) a description of the results of the comprehensive needs assessment conducted under subsection (c); (2) information on the career and technical education course offerings and activities that the eligible recipient will provide with funds under this part, which shall include not less than 1 program of study approved by a State under section 124(b)(2), including— (A) how the results of the comprehensive needs assessment described in subsection (c) informed the selection of the specific career and technical education programs and activities selected to be funded.

All local application funding decisions must be informed by the local needs assessment.

There is no expectation that all needs identified through the CLNA process will be met through Perkins-funded programs and activities. However, all Perkins-funded programs and activities must be tied to the CLNA findings.

Selected programs and activities should take into account the six (A-F) required uses of Perkins V funding.

Institutions are encouraged to look across the separate required CLNA elements (1-6) and merge findings – exploring commonalities, differences, and opportunities for informed, funded, interventions to close gaps. It is recommended to engage stakeholders in this process to identify priority programs and activities for Perkins funding.

Institutions are encouraged to consider program opportunities that will have the greatest impact on student outcomes, opportunities where there are no alternative sources of funding, and program areas in need of attention. When identifying the most pressing needs, it is recommended that both student and employer needs are considered.

Recommended Questions to Ask (recommended by the 2019 ACTE CLNA Guide and the CCCCO Appendix C Key Questions to Ask distributed fall 2021):
1. Which performance indicators are you struggling with the most? What strategies can help you address those needs?
2. Are there immediate employer needs in your community that you can help meet? What about longer-term needs toward which you can start building a pipeline?
3. Which elements of your programs are the strongest? The weakest? Which of the weaker elements could you address to have the largest impact on student performance?
4. How can you offer more students the opportunity to reap the full benefits of programs of study, including aligned pathways and recognized postsecondary credentials?
5. Which professional development needs are most pressing? What strategies will you use to support educators over the next four years to ensure your programmatic and performance goals can be met?

6. Which specific subpopulations are struggling the most in your programs? Are there root causes of these challenges that can be addressed immediately? Which ones need a more comprehensive long-term plan?

RESOURCES & MATERIALS

CCCCO Perkins Materials:
- CCCCO Perkins V Website
- CLNA Reporting Framework (2022-2023)
- Templates and Guides
  - Attachment C Key Questions to Ask
  - Membership Stakeholder List - Template
  - Appendix D (2020)
  - Appendix E (2020)
- Core Indicators
  - Perkins V Core Indicator Reports
  - Perkins IV Core Indicator Reports
- Perkins Allowable Costs Summary
- NOVA

Nationwide Materials
- The Strengthening Career & Technical Education for the 21st Century Act
- ACTE's Perkins Resource Page
- 2019 ACTE CLNA Guide
- Advance CTE's Summary of Perkins V compared to Perkins IV

Statewide
- Joint Special Populations Advisory Committee Website
- CTE Employment Outcomes Survey - website
  - 2020 report
- The Campaign for College Opportunity Reports and Publications
- Launchboard (Strong Workforce Metrics, Student Success Metrics, Adult Ed Pipeline, Community College Pipeline, K14 CTE Transitions, Guided Pathways)

Regional Materials
- Regional Perkins Resource Page
- 2020 CLNAs from each college
- San Diego Imperial Counties Regional Center for Excellence in Labor Market Information
- Regional Comprehensive Local Needs Assessment
  - 2022 Report
  - 2020 Report
- The San Diego County Program Fact Sheets dashboard developed in Summer 2021 by the Centers of Excellence and based on college submitted SOC and TOP code information may also be useful. The SOC and TOP code information was collected in January/February of 2021.
- Subregional Labor Market Profiles - The San Diego-Imperial COE recently published subregional labor market profiles for San Diego County. The profiles

highlight key labor market information (e.g., demographics, industries, businesses, occupations) in:
- South Region Subregional Profile, May 2019
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- Central Region Subregional Profile, May 2019
- Imperial County
- Resilient Jobs Reports
  - COE August 2020 Report
  - COE March 2021 Report Update
  - August 2020 Summary - SDCCD Specific (Educational Services Summary)
- Advancing San Diego Talent Demand Reports

Regional Consultation Model - Stakeholder Engagement

During the fall 2019 semester, in response to Perkins V required expanded consultation, a regional consultation model was proposed for stakeholder engagement. Institutions may choose to leverage this model to streamline stakeholder engagement. This regional model is not required. Regional model included within Resources & Materials section.

Regional Consultation Model – Stakeholder Engagement			
PERKINS V EXPANDED CONSULTATION			
Required Stakeholder Groups	**Program Advisory Committees**	**Institution Specific Local Planning Team**	**Regional Consultation Group**
CTE program representatives at the secondary and postsecondary levels, including teachers, faculty, administrators, career guidance and advisement professionals, and other staff	CTE Faculty; pathway representatives including K12 Pathway representatives, University (4-year) representatives; and noncredit, adult education, or credit pathway representatives	CTE Faculty and Lead Perkins/Career Education Dean(s); with the addition of: Counselor representatives, WBL representative (Job Placement, WBL, and or Job Developer), and Outreach representative	Lead Perkins/Career Education Deans
State or local workforce development board representatives			SD Workforce Partnership
Representatives from a range of local businesses and industries	Industry representatives (majority of committee membership should be industry/employer); Regional Director of sector	Industry representative(s)	Regional EDC, SD Chamber; Regional Directors (formerly known as DSNs)
Parents and students	Student representatives and/or alumni	Student representatives	
Representatives of special populations		Local DSPS; Student Equity Initiative(s) representatives; Student Equity Deans	Organizations representing and/or working closely with special populations
Representatives from agencies serving at-risk, homeless and out-of-school youth			SD regional representative(s) (Calworks, County Office of Ed, Housing Commission
Representatives from Indian Tribes or Tribal organizations, where applicable		Representatives from Indian Tribes or Tribal organizations, where applicable	