Perkins V Comprehensive Local Needs Assessment

Guidance Document

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Overview

This document provides suggestions and information for how institutions can complete the Comprehensive Local Needs Assessment (CLNA) process based on interviews conducted with several colleges that have previously completed CLNAs. This document was created by Brockport Research Institute and does not constitute official NYSED guidance.

The purpose of this guidance document is to provide Grant Officers with information related to the preparation of the CLNA by:

- Explaining the purpose of the CLNA
- Outlining the required components of the CLNA
- Providing tools for identifying needs that colleges can address through Perkins V funding

By conducting a CLNA, the institution will:

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

The CLNA can be downloaded on the NYSED website.

Introduction

The federal Strengthening Career and Technical Education for the 21st Century Act, informally known as Perkins V, supersedes the Carl D. Perkins Career and Technical Education Improvement Act of 2006. One eligibility requirement for institutions to receive Perkins funding is that they complete a Comprehensive Local Needs Assessment (CLNA) every two years.

The CLNA is a systematic set of procedures used to determine needs, examine their nature and causes, and set priorities for future action.

The CLNA will be a part of the ongoing performance management cycle. Only NYSED-registered CTE programs will be eligible for funding through Perkins V. NYSED-registered CTE programs that are not evaluated at least biennially using the CLNA will not be eligible for Perkins V funding.

Once the CLNA is completed, colleges must focus activities and expenditures on improving program quality and performance based on needs identified in the CLNA.

Purpose

The purpose of the CLNA is to ensure that local program decision-making is data-driven and equitable. The CLNA is designed to help colleges take an in-depth look at their entire local and regional CTE system, identifying areas where targeted programs can lead to increases in student success. Through the CLNA, colleges can establish powerful partnerships with local stakeholders to build a common vision for the future of CTE in their local communities. The CLNA must assess all CTE programs, which helps eliminate any bias in favor of or against any particular programs. The Perkins V Grant and its funds are designed to respond to

the prioritized regional workforce needs, with particular attention as appropriate to the underrepresented populations of students, through identifying gaps in program and student performance. If implemented thoughtfully, the CLNA can help each college better meet the needs of its students and community. Data-driven decision-making is crucial to success for New York's CTE programs.

Definitions and Acronyms

CLNA - Comprehensive Local Needs Assessment

CTE - Career and Technical Education

ESSA - Every Student Succeeds Act

LAC - Local Advisory Council

LMI - Labor Market Information

PD - Professional Development

POS - Program of Study

Special populations – for purposes of Perkins V, this term refers to:

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

"The law" - Strengthening Career and Technical Education for the 21st Century Act, informally known as Perkins V

Setting Up Your College for a Successful CLNA

Who Should Work on the CLNA?

The most successful colleges have high-ranking administrators, such as provosts, vice presidents, and deans involved in creating and leading an overall vision for CTE at their colleges. Administrators with decision-making authority should be involved in the completion of the CLNA and the Perkins V Grant Application on their campuses.

It takes a team of people across your college to complete a CLNA, so assigning one or two people to oversee the entire process will ensure information is gathered, including stakeholder feedback, and shared with the Local Advisory Council.

Your Office of Institutional Research (or the equivalent office at your college) is also crucial to a successful CLNA. Communicate with them often so they know what data needs to be collected or shared so you can analyze and draw conclusions for your Perkins V Application.

Documenting the Process

A degree of staffing turnover is expected during and between your college's CLNAs. Members of your staff or faculty who conducted the most recent CLNA may no longer be available to explain their process of collecting and analyzing data. It is important, therefore, to document your process of collecting and analyzing data and how you engage with your stakeholders, calendaring meetings and activities, so your CLNA is consistent every two years. It will also ensure a smoother transition when handing over the CLNA to new staff. Below are tips for process documentation:

- Keep the document explaining your process as simple and concise as possible. Ensure that it is both technically accurate and easy to follow.
- Create a plan to update the document at least once per year.
- Assign a process owner to regularly review the document and notify others of changes.
- Keep separate documentation for every process to avoid confusion.
- Begin simply – for example, document the process for how stakeholders are engaged – and work from there, one part of the CLNA at a time.
- Keep the document accessible to anyone who might need it.
- Make sure the document can be easily revised and distributed.
- Keep a copy of your most recent CLNA with your process documentation.
- Hold a debriefing review meeting at the end of the CLNA process to identify ways to improve the process and activities for the next CLNA in two years.

Carrying Out the CLNA

Timeline and CLNA Components

The next CLNA is due in the spring of 2026. Institutions should begin working on the CLNA when it is issued, approximately one year before the due date.

The reauthorization of the Perkins Act through Perkins V requires that each applicant college complete a CLNA. The CLNA will identify programs that require support to improve student outcomes. There are six components of the CLNA:

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

Stakeholder Engagement

The CLNA requires consultation with a broad range of stakeholders. To lay the groundwork for a meaningful CLNA, clear preparation and organization will be needed. It is critical to include a wide array of people from many areas, including from the college, community, local businesses, etc. A rigorous CLNA plan will ensure your institution receives meaningful and useful feedback to help set Goals for both your Perkins V funding and long-term planning. The following steps will help your college through the process:

Work with Your Local Advisory Council

To complete the CLNA and oversee the engagement of all required stakeholder groups, the eligible recipient must form a smaller leadership group called a Local Advisory Council. Please note that institutions currently receiving Perkins funding should already have active Local Advisory Councils in place. The Advisory Council's membership should align with the advisory council that school districts and BOCES are required to maintain per New York Consolidated Laws, Education Law: EDN §4601. The Local Advisory Council will be responsible for collecting data, conducting initial data analysis, disseminating data and supporting materials to all stakeholder groups, coordinating and scheduling stakeholder meetings and feedback, and completing the CLNA based on all data and feedback. The Local Advisory Council members should be well-positioned to provide guidance to all stakeholders concerning timelines, feedback, and review of all data and materials concerning the development on the CLNA. At least ten members are needed on the Local Advisory Council. Participants must include, but are not limited to:

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

Identify required stakeholder participants

In conducting the CLNA, completing the CLNA Template, and developing the Application, the eligible recipient shall involve a diverse body of stakeholders. This stakeholder group will provide analysis, review, and support in the development of the CLNA and the Application, as well as providing ongoing consultation. Per Section 134(d) of Perkins V, this group must include, though is not limited to, participation by the groups listed below. Multiple representatives from each group can be part of the stakeholder engagement group as long as there is <u>at least one</u> representative from each group below:

- Representatives of CTE programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other college leaders, administrators, and specialized instructional support personnel and paraprofessionals;
- Representatives of CTE 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, or a documented good faith attempt to make contact with such representatives*; and
- Include any additional stakeholders.

Your college is not limited to the list above. If your community already has a robust system of committees or other groups engaged in creating long-term visions for your CTE programs, consider including them as a part of your CLNA. There are a number of ways to engage with your stakeholders. On the next page is a list of tools and links from the US Environmental Protection Agency on cooperation to help you strategize how to work with your stakeholders to create the best outcomes for your Perkins V Application.

*In cases where native tribes or organizations are not located in a college's catchment area, the institution can note this on the CLNA. However, in cases where such organizations are located within the college's catchment area, the institution must reach out to said groups to invite them to participate. Should the group decline or not respond, the institution must include documentation demonstrating its outreach with the CLNA.

Tool	# of Participants	Best Suited For:
Interviews	Individual or Small Group	Learning about individual perspectives on issues
Focus Groups	Small groups (15 or fewer)	Exploring attitudes and opinions in depth
Study Circles	Small (5-20)	Information sharing and focused dialogue
Public Meetings/Hearings	Large groups	Presenting information to and receiving comments or feedback from the public
Public Workshops (Effective Engagement Toolkit from Victoria, Australia, Department of Sustainability and Environment)	Multiple small groups (8-15 in each small group)	Exchanging information and/or problem-solving in small groups.
Appreciative Inquiry Process	Varies, but usually involves "whole system"	Envisioning shared future, not making decisions
World Cafes	Very adaptable, involving multiple simultaneous conversations (4-8 in each small group)	Fostering open discussion of a topic and identifying areas of common ground
Charrettes	Small to medium	Generating comprehensive plans or alternatives
Electronic Democracy	Unlimited	Enabling the direct participation of geographically dispersed public at their convenience
Computer-Assisted Processes	Large	Receiving real-time quantitative feedback to ideas or proposals

CLNA Charts 1 and 2: Current NYSED-Approved CTE Programs in Which Updates are Needed to Better Meet Current Labor Market Needs

Perkins V emphasizes alignment between local and regional workforce needs and the CTE programs to meet those needs. Colleges are expected to make programmatic decisions grounded in an analysis of local and regional needs. Through analysis and regional consultation, applicants can determine whether programs should be expanded, added, or phased out.

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

- Chart 1: Identification of Top Regional Industries and Corresponding NYSED-Approved CTE Programs
- Chart 2: Current NYSED-Approved CTE Programs in Which Updates are Needed to Better Meet Current Labor Market Needs

What does the law say?

The CLNA will include a description of how CTE programs offered by the eligible recipient align with State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development board or local workforce development board, including career pathways, where appropriate. The CLNA may also identify programs designed to meet local education or economic needs not identified by State boards or local workforce development boards.

What does the law mean?

The law requires an analysis of how CTE programs are meeting workforce needs and provide eligible recipients with multiple ways to demonstrate labor market demand, from a combination of state and local sources.

Questions to Ask Your College to Guide Analysis

- What industries and professions are expected to grow most in your community and region?
- According to industry experts, what skills or knowledge gaps exist in your programs?
- Does your college offer CTE programs aligned with industries or professions with weak or non-existent demand? What are those programs?
- Is there a need for new or expanded CTE programming to meet industry demand in your region that your college might consider addressing?
- Are there leading industries/businesses in your region that are not able to find workers for well-paying and high-skilled jobs?
- Are my CTE program offerings broad enough to expose students to all the in-demand industry sectors or occupations in my region?
- What skill needs have industry partners identified as lacking in your programs?
- What opportunities exist in my local labor market for students with disabilities, English learners or other special populations?

CLNA Chart 3: Postsecondary Performance Indicators

Perkins V asks all applicants to collect, report, and analyze student outcome data to inform program improvements that benefit students. In this section, applicants, using core indicators, determine overall progress in achieving targets, progress for subpopulations of students, and progress by specific CTE program.

The Local Advisory Council must meet and evaluate the student performance strengths, gaps, and strategies for improvement based on appropriate data. This data analysis should be provided to the larger stakeholder group to inform their work on the CLNA. Both the Local Advisory Council and the larger stakeholder group should review and confirm their understanding of the definitions of each of the performance indicators. That information can be found within the Perkins Guidelines at: Postsecondary Perkins Performance Indicators

DIRECTIONS: On the CLNA Spreadsheet, please complete Chart 3: Postsecondary Performance Indicators. Please note: in each part of the Application that calls for program-level information, make sure to include information broken down by program.

What does the law say?

The CLNA will include an evaluation of the performance of the students served by the eligible recipient with respect to State-determined and local performance levels, including an evaluation of performance for special populations and each subgroup.

What does the law mean?

The CLNA must contain an evaluation of CTE concentrators' performance on the core performance indicators. A CTE concentrator is a student who has earned at least 12 credits within a CTE program or program of study; or has completed such a program if the program encompasses fewer than 12 credits or the equivalent in total. While eligible recipients were required to evaluate CTE concentrators as part of their plans under Perkins IV, the evaluation must now at a minimum include a performance analysis of the subgroups (as defined in ESSA) and the expanded list of special populations (see below).

Questions to Ask Your College to Guide Analysis

- Where do the biggest gaps in performance exist between subgroups of students?
- Which CTE programs overall have the highest outcomes, and which have the lowest?
- Are there certain CTE programs where special populations are performing above average? Below average?
- What are the potential root causes of inequities in my CTE programs?
- Perkins V performance data for all current core performance indicators over the past three years disaggregated by CTE program area and subpopulation groups including:
    - Gender
    - Race and ethnicity
    - Migrant status
    - 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 work individuals
    - English learners
    - Homeless individuals
    - Youth who are in or who have aged out of the foster care system
    - Youth with a parent who is an active-duty member of the armed forces
- Comparison data for 'all' students:
    - Postsecondary – Institutional data comparisons for:

- Credential attainment
- Placement

Definitions for Perkins V Core Indicators of Performance

Postsecondary Retention and Placement (1P1)

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

Earned Recognized Postsecondary Credential (2P1)*

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

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

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

Non-traditional Program Enrollment (3P1)

The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional* fields. (Sec. 113 (2B)). *Note: Under Perkins, nontraditional refers to programs nontraditional by gender.

CLNA Chart 4: Program Performance: Size, Scope, and Quality

Perkins V requires that programs offered by colleges be "sufficient in size, scope, and quality to meet the needs of all students served."

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

Please note: In each part of the Application that calls for program-level information, make sure to include information broken down by program. **What does the law say?**

The CLNA will include a description of how CTE programs offered by the eligible recipient are sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient.

What does the law mean?

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

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

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

Questions to Ask Your College to Guide Analysis

- Size:
  - Total number of programs;
  - Total number of courses within each program;
  - CTE program enrollments;
  - Capacity of each program;
  - Survey results assessing student interest in CTE programs.
- Scope:
  - Descriptions of dual/concurrent enrollment programs, and data on student participation;
  - Data on student credential attainment in each program disaggregated by student demographic and value of credential;
  - Curriculum standards showing depth and breadth of program;
  - Opportunities for extended learning within and across CTE programs of study (e.g. work study, apprenticeship).
- Quality:
  - Curriculum standards and frameworks showing alignment to industry need;
  - Assessments leading to industry recognized credentials;
  - Documentation of partnership communication and engagement activities;
  - Documentation of adherence to safety requirements;
  - Documentation of student activities and alignment to curriculum;
  - Data collection mechanisms;
  - Program improvement processes;
  - Data on placement in employment following program participation;
  - Results of outside evaluation tools.

CLNA Chart 5: Program of Study Implementation

Perkins V draws a distinction between "programs," that exist in a secondary or postsecondary setting, and "programs of study," that bridge secondary and postsecondary education. Programs of study are career pathways that:

- Incorporate challenging state academic standards;
- Address both academic and technical knowledge and skills, including employability skills;
- Are aligned with the needs of industries statewide, regionally, and/or locally;
- Progress in specificity from consideration of all aspects of an industry or career cluster to more occupation-specific instruction;
- Have multiple entry and exit points that incorporate credentialing; and
- Culminate in the attainment of a recognized postsecondary credential.

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

Please note: in each part of the Application that calls for program-level information, make sure to include information broken down by program. **What does the law say?**

The CLNA will include an evaluation of progress toward the implementation of CTE programs and programs of study.

What does the law mean?

This evaluation should be both a backward and forward-looking review of the programs offered by the ~~local~~ recipient. In addition to meeting the definitions of size, scope, and quality, this requirement addresses current and future plans to support the implementation of CTE programs.

Questions to Ask Your College to Guide Analysis

- Do programs of study culminate for all students in the attainment of postsecondary credentials, certifications, and/or degrees? Are these credentials, certifications, and degrees aligned with in-demand entry-level occupations?
- Do students in the programs of study have multiple entry and exit points? Are the exit points aligned with in-demand entry-level occupations?
- How do your college's programs incorporate relevant academic, technical and employability skills at every learner level?
- Does your college have credit transfer agreements in place to help students earn and articulate postsecondary credit at the secondary level?
- What does postsecondary outcome data suggest about the efficacy of secondary-postsecondary programs of study/pathways? About students' employment prospects? About outcomes for specific subpopulations?

CLNA Chart 6: Recruitment, Retention, and Training of CTE Educators

Perkins V places new emphasis on CTE Program staff. Specifically, the law requires, in Section 134(c)(2)(D), that each CLNA include: "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: On the CLNA Spreadsheet, please complete Chart 6: Recruitment, Retention, and Training of CTE Educators. Please note: in each part of the Application that calls for program-level information, make sure to include information broken down by program. **What does the law say?**

The CLNA will include a description of how the eligible recipient will improve recruitment, retention, and training of CTE teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.

What does the law mean?

Eligible recipients must evaluate their current and future recruitment, retention, and professional development needs. This may require root cause analyses of instructor or other professional shortages.

Questions to Ask Your College to Guide Analysis

- What processes are in place to recruit new instructors and staff? Are these processes efficient and effective, especially for instructors coming from industry? How do these efforts attempt to address disparities between the demographic makeup of staff and students?
- Does staffing at your college reflect the demographic makeup of the student body?
- In what areas does your college need to develop or recruit more educators?
- Are all the educators teaching in your college's programs adequately credentialed, including credentials, certifications, or other mechanisms to remain industry current?
- Does your college offer regular, applicable professional development opportunities?
- What are the barriers to hiring qualified staff?
- When educators leave employment at your college, what is the process to determine their reasons for departure?

CLNA Charts 7a and 7b: Access and Equity

Perkins V places greater emphasis on issues of equity and access. The CLNA requires participants to assess progress toward providing equal access to all CTE programs. There should also be an examination of any barriers that may prevent members of any special populations from entering and thriving in these programs.

DIRECTIONS: On the CLNA Spreadsheet, please complete the below charts.

Please note: in each part of the Application that calls for program-level information, make sure to include information broken down by program. Chart 7a: Access and Equity

- Chart 7b: Access and Equity Special Pops

What does the law say?

The CLNA shall include a description of:

- Progress toward implementation of equal access to high-quality CTE courses and programs of study, for all students including strategies to overcome barriers that result in lower rates of access to, or performance gaps in the courses and programs for special populations;
- How they are providing programs that are designed to enable special populations to meet the local levels of performance; and
- How they are providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

What does the law mean?

This requirement is focused on supports for special populations. Institutions must direct resources or supports to close performance gaps and remove barriers, and provide supports necessary to address different barriers and populations.

SPECIAL POPULATIONS. – The term "special populations" means—

- Individuals with disabilities;
- Individuals from economically disadvantaged families, including low-income youth and adults;
- Individuals preparing for non-traditional fields;
- Single parents, including single pregnant women;

- Out-of-workforce individuals;
- English learners;
- Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);
- Youth who are in, or have aged out of the foster care system; and
- Youth with a parent who —
    - Is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and
    - Is on active duty (as such term is defined in section 101(d)(1) of such title.)

Questions to Ask Your College to Guide Analysis

- Which population groups are underrepresented in our college's CTE programs overall and by program? Which groups are overrepresented?
- Which groups are underrepresented in our programs that lead to high-wage and high-skill employment?
- Are there barriers that limit special population groups from accessing your college's CTE programs? From accessing your college in general?
- Do your college's programs incorporate relevant academic, technical and employability skills at every learner level?
- Does your college have accommodations, modifications, and supports in place to help ensure access and equity for all students? How could they be improved?

Utilizing the Results of the CLNA

The CLNA will be completed using the Excel spreadsheet found on NYSED's website. The CLNA will be submitted prior to the Perkins Application for the next cycle. Applications will not be reviewed unless a CLNA has been received from the institution.

The CLNA will guide your college into identifying your highest points of need, but it is up to you to determine specific Goals based on those needs. Goals should be concrete, measurable, and precise. Your Goals will be unique to your CTE programs' needs and the needs of your region. Focus most on what your college needs, as determined by the CLNA, and can achieve. Chart 8 is provided to you to summarize your college's needs to be addressed to help set Goals.

Questions to Ask Your College to Guide Goal-Setting

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?

Which performance indicators are you struggling with the most? What strategies can help you address those needs?

What observations from your CLNA warrant further investigation?

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?

For each program analyzed, what are possible next steps or actions based on your CLNA results?

How will the Goals set for this round of Perkins V funding tie into your long-term vision for your college's CTE programs?

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?

Beyond the CLNA

In interviews with Grant Officers after their colleges completed the first CLNA process, several patterns arose that indicated common points of struggle and success. The colleges that best utilized their CLNA process and results followed some common steps listed in the following sections. This guidance is meant to provide ideas rather than provide a strict set of rules to follow. The strongest colleges had one or more of the following:

Institutional support from multiple departments

Institutional support is critical to not only completing a robust CLNA, but also meeting Goals set for Perkins V funding and running CTE programs. Support may look different for each college, but creating partnerships across your college is key. For some, this means having a close relationship with your Office of Institutional Research. For others, this means working closely with provosts, vice presidents, and deans throughout the process. The CLNA and subsequent Perkins V funding are intended to help you reflect and assess how you can best serve students in your CTE programs. Institutional support is key to creating strong CTE programs.

A dedicated Grant Officer who also had regular contact with faculty/staff running CTE programs and student support

Depending on the size of your college, you may have one or more Grant Officers who work on not only Perkins V but also other grants or even all grants your institution receives. No matter what percentage of your grant funding Perkins V constitutes, having a dedicated Grant Officer will ensure year-to-year consistency in your Application and CLNA. Their ability to stay in frequent contact with the faculty and staff running your CTE and student success programs will help set stronger Goals each funding cycle, as well as aid in meeting those Goals each year. Your Grant Officer should give regular updates to all faculty and staff involved in Perkins V. They should also lead or be a part of the CLNA and collection of all data with support from other staff.

At least one leader with a vision for their CTE programs (e.g., Provost or Vice President)

Having a leader with decision-making authority and a vision for your CTE programs is perhaps one of the most important parts of completing a successful CLNA and meeting Goals for your Perkins V funding. Your Grant Officer and other staff are responsible for day-to-day management, which can be time-consuming. A leader can focus on the big picture and stay in tune with the rest of your college, guiding Goals you set for Perkins V from your CLNA to also meet the long-term plan for your college.

The ability to analyze data required by Perkins V

The CLNA is focused on helping you make data-driven decisions, so the collection and analysis of that data is important to setting Goals. At times, the data can be confusing or difficult to collect. The collection of data will help you identify blind spots or unintentional patterns of favoritism toward certain programs. Identify a key person at your college who knows how to work with data and make analyses, if not your Grant Officer.

A good understanding of regional needs as informed by stakeholders

One of the most important results of your CLNA is developing a greater understanding of the labor needs in your community. The CLNA process is designed to put you in touch with many stakeholders who should help drive your CTE programs based on regional needs. Once your CLNA is complete, your Local Advisory Council and Advisory Councils for each CTE program should continue to review progress toward Goals. If your community has other committees or councils that perform similar functions, consider including them in your stakeholder process and continue to work with them over the course of your Perkins V funding.

Data Sources to Complete CLNA

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

Data Source 1: Data submitted by the institution to NYSED via the NYS Higher Education Data System (HEDSlive).

Data Source 2: New York State Department of Labor Industry and Occupation Projections by NYS Region

Data Source 3: NYS Department of Labor Regional Long-term Needs Assessment Statewide and Regional Long Term Industry Projections.

Data Source 4: NYS Department of Labor Long-Term Needs Assessment Statewide and Regional Long Term Occupational Projections

NYS DOL technical notes and cautions about the data

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

The NYS DOL wage data dashboards for SUNY graduates **may be a useful resource. Please note that this link requires a SUNY login.**

Special Populations Data:

Link to online resource

Link to download PDF